# REPORT

ON

# PUBLIC INSTRUCTION

IN

# BRITISH BURMA

FOR

The year 1873-74.

Rangoon:

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1874.

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REPORT BY OFFICIATING DIRECTOR OF PUBLIC INSTRUCTION, UP TO 20TH FEBRUARY 1874.

RESOLUTION

ON THE

# REPORT ON PUBLIC INSTRUCTION

IN

# BRITISH BURMA,

## FOR THE YEAR 1873-74.

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Extract from the Proceedings of the Chief Commissioner, British Burma, in the General Department,—dated Rangoon, the 28th September 1874.

READ—

Report on Public Instruction in British Burma, for the year 1873-74.

FOR eleven months of the year 1873-74 Mr. Nesfield was officiating as Director of Public Instruction, and as during his incumbency great changes had been made in the educational system of the province, he was requested before leaving for the purpose of taking up his appointment in Oudh, to prepare a report showing the working of the Department during the year so far as he could with the material before him. This he has done, and the record of the year's proceedings has been completed and brought up to date by Mr. Hordern who has now resumed the office of Director.

Programme of the year.

2. During the year many of the educational projects sketched in last year's report have been carried into effect, while others are still being manipulated and organized. The principal measures which have been completed are (1) the organization of an efficient inspecting agency for the province and for districts; (2) the opening of the Rangoon High School; (3) the establishment of a number of Middle Class and Lower Class Government schools; (4) the extension of Government aid in the shape of money and teachers to a large number of private schools; (5) above all, an earnest commencement of Sir A. Phayre's scheme for the improvement of the Indigenous, Monastic, and Lay schools.

Total of various schools in the province.

3. Last year's returns showed that there were seven Government schools in the province, there are now 22. Last year 14 Missionary schools received aid from Government, this year the number

is increased to 24. Other aided schools have risen from 8 to 103; and besides this increase, 833 Monastic schools have been brought into connection with the Government system of education.

Attendance.

4. By this increase the number of children, over whose education Government now exercises some sort of influence more or less direct, has risen from 2,817 to 26,618. The following table shows in figures the changes which have taken place in the above respect during the last two years under Government.

| Year. | Schools, inspection and examination. | | | | Pupils. | | | |
|---|---|---|---|---|---|---|---|---|
| | Government. | Missionary. | Others. | Total. | Government. | Missionary. | Others. | Total. |
| 1872-73 ... | 7 | 14 | 8 | 29 | 519 | 1,677 | 621 | 2,817 |
| 1873-74 ... | 21 | 24 | 936 | 981 | 1,147 | 1,791 | 23,680 | 26,618 |

Union of Monastic and Government schools.

5. It would be a mistake to suppose that the increase really represents children who are receiving education this year who would have received no education if it had not been for the measures of Government in connection with the Indigenous schools. This is no more true of the pupils of our new schools here than of the pupils of the new system of *patshalas* in Bengal. All that has been attempted in both cases probably has been to bring under organized and systematic control the primary education of the masses, who have hitherto picked up such education as they could at home or at Indigenous schools which were not recognized by Government, and which were not working in accord with the Government system. The bulk of the people of Burma have hitherto had the means of acquiring the knowledge of reading and writing, fairly at all events, at the Monastery and little village Lay schools. The education, however, which has hitherto been given at these institutions has been deteriorating instead of improving. Many of the Monastery schools have of late lost their influence, and one of the great problems which has long troubled this Administration, ever since the proposal was first made indeed by Sir Arthur Phayre, has been how to bring

these schools into harmony with our own educational standard, and how to create a spirit of emulation which should have the effect of working up the Monastery teachers to the adoption of a better system of teaching, and to greater attention to the subject. This problem, it is hoped, has now been really solved, and the progess which has been made this year affords real and substantial promise of great success.

Increase of Educational Staff.

6. During the same period the direct Government teaching agency has been increased in proportion. In 1872-73 there were 31 school-masters receiving salary directly from Government. Now, exclusive of rewarded and subsidized village school-masters, there are 67 school-masters and 3 school mistresses. The Department has further been strengthened by the appointment of an Inspector and 5 Deputy Inspectors of Schools. This increased establishment has been obtained at an additional cost to Government during the year of Rs. 36,360. The salary of the Inspector, however, is not included, as no Inspector was appointed till the end of the year. The total expenditure by Government on education during the year of review has been Rs. 1,58,547, against Rs. 1,15,695-11-10; and the total expenditure on educational building purposes Rs. 82,400. The total private expenditure is estimated at Rs. 78,800, against Rs. 61,800 in the preceding year; this is of course exclusive of the outlay by the people on Indigenous schools, which there is no means of estimating. The direct outlay from Provincial and Local Funds upon Government and Aided schools other than Primary has been Rs. 1,06,571, and from private funds Rs. 76,616. Direction and inspection cost Rs. 23,709, and miscellaneous items, including grant to the Literary Society, building grants-in-aid, collection, management, &c., Rs. 23,186.

Inspection of Monastic Schools

7. During the year the scheme for utilizing and improving the Indigenous Primary schools, especially the Monastery schools, which was described in detail in the Director's report of last year, has been carried into effect. A very decided progress has been made, and with promise of greater success even than was expected. The system is briefly this,—Burmese officers have been appointed to six districts. As regards the Indigenous schools which receive direct aid from the State, these officers perform the duties of Deputy Inspectors of Schools. As regards the Monastery schools, however, and schools which also receive indirect State aid, they hold the position merely

of public examiners. Any head of a school, Monastic or Secular, may apply to the examiner to visit his school and examine the pupils. Rewards are given for every child who can pass a certain fixed standard of examination, the value of the rewards increasing with the strictness of the standard. Each standard comprises two subjects, language and figures, and a separate reward is given for passing in each subject. The master, if he will take it, receives a reward equal to that given as prizes to the pupils. The prize both to pupils and masters are either in money or kind at the choice of the recipient. No child can receive a prize for passing the same standard more than once. A double payment is made for girls. During the year the public examiners have visited and examined 928 schools, of which about six-sevenths were Monastic schools, with 23,112 pupils. Of the latter 3,585 passed in one or other of the prescribed standards, and Rs. 4,492 were awarded to them as prizes: 302 girls were examined and 170 obtained rewards. An examination of the returns of the examiners show that a very fair uniformity has been observed in the amount of strictness with which the standards were applied. The average percentage of prize winners upon the number of those examined was 15·5, and the several percentages for five districts for which returns have been received vary from about 12 to 20 per cent. The Director, Mr. Hordern, speaks of this as a very small percentage; to the Chief Commissioner, however, it seems a very high one, seeing that the system has not been in work for a full year and that little time has been given to the teachers to bring these children up to the prescribed standard. Indeed, the percentage seems so large as to indicate the possible necessity of raising the lower standard slightly before long.

Examinations in Monastic schools.

8. Since the subject was first taken up by Sir A. Phayre, who attached the greatest importance to the encouragement of the Monastery schools, little progress has been made in realizing any practical results, till the present year. The subject has been discussed year after year, and one scheme has been tried after another, but the difficulty of dealing with religious institutions administered by a naturally jealous priesthood, who consider themselves above all advice, who are impatient of control, and were apparently independent of all outside assistance, has prevented any great progress being made in the direction of bringing these really excellent little schools into accord with the Government system of education;

instead of improving there is much reason to fear that the schools have of late years been deteriorating. It is certainly encouraging to find that though the field has only been taken in six out of thirteen districts, no less than 800 Monastery schools, representing some 20,000 pupils, have elected to be examined by the public examiners. The examiners were not equally well received in all districts. In Amherst and Akyab many of the Monasteries refused to have anything to do with the system. The prejudice will no doubt wear away with time and patience and tact on the part of the officers of the Education Department. In Rangoon, Henzada and Prome the Director reports that the most cordial approval of the system was expressed. Since the close of the year the Chief Commissioner has had the advantage of hearing from the newly appointed Inspector of Schools the result of a tour which he has taken for the purpose of testing the work of the examiners. He reports that with one exception the duty of examining has been conducted conscientiously and faithfully, and the results truthfully recorded. He found the system, thoroughly approved by the leading heads of Monastic schools, and that a strong feeling of rivalry and competition between one monastery and another had already sprung up, great eagerness was shown as to the number of prize-winners in other opposition schools. The Hpoongyees, moreover, have nearly everywhere asked for our books, more especially those on arithmetic, and from ten Monasteries applications have been received for salaried assistant lay teachers. These it is proposed generally to supply from the Hpoongyees' own pupils, who would, after being trained on the Government Normal class, at first teach arithmetic and land-measuring only. In some places where the monks are poorly supported "the "reward won by the pupils, or something equivalent in value, "has by tacit consent been made over to the priest or abbot "of the Monastery."

State aid to Indigenous schools.

9. In addition to the Indigenous schools receiving indirect aid from the State in the shape of rewards for results, there were 13 schools of this class, one of them being a Monastic school, which were specially selected for improvement and received aid in the shape of a trained assistant teacher from the Government Training school. In some instances a small salary has also been given to the head teacher to help out the small donations and presents he receives voluntarily from the people, and has been noted above; ten applications have been

received from Monastic schools for assistance in this form. The average number of pupils in each of the schools thus aided is from 50 to 80.

Government Lower schools.

10. There were 14 Town Cess schools opened at the commencement of the year. These schools are built and maintained from the Five per Cent. Cess Fund, and it is intended that hereafter that fund shall be relieved of a portion of the expense, and that Municipal funds shall contribute towards the maintenance of these schools. On the whole, the Cess schools cannot be said to have been as yet altogether a success. The people having their Indigenous schools at which their children learn to read and write in the vernacular free of all charge, showed an indisposition to send their children to the Cess schools and pay a fee of 8 annas for a merely better vernacular education. They said that if English was taught they would gladly avail themselves of the advantage of sending their children to these schools to be prepared hereafter for the higher class of District schools. This feeling was so strong and the desire to obtain English teachers was so clearly evinced by the readiness with which they employed at their own cost, any available teacher of English for their children, that it was determined, with some reluctance, to depart from the object which was held in view where the schools were first proposed, and now whenever it has been found possible an English class has been added. The masters from the Vernacular Training school were mere youths, and the people had not much confidence in them. Headmasters have therefore been in some case selected on the spot, and the Training school lad placed under him. There are now 12 of these schools teaching 269 boys, of whom 117 are learning English. The only school which has successfully maintained its original position as a purely vernacular school of a higher class is the Henzada school, which is very popular and in which very considerable progress has been made. The Chief Commissioner agrees with the Director that when it is possible Burmese teachers (not foreigners) should be appointed to these schools. Vernacular scholarships for these schools to be held at the Middle schools have been sanctioned during the year. The Chief Commissioner agrees with Mr. Nesfield in thinking that, as far as possible, for some years to come, middle-aged men with local connections should be appointed to the headmasterships of schools of this class.

11. The proposal of the Director to open Primary schools in future as Aided rather than as State schools, has the Chief Commissioner's concurrence. The difficulty in the way of giving building grants to teachers of the Indigenous schools is the want of security that the building will be continued to be used for this purpose and no other, and proper security must be taken by the Director to prevent abuse in this direction.

12. The Director of Public Instruction should not lose sight of the scheme for holding general competition examinations in each district to which allusion is made in paragraph 54 of Mr. Nesfield's report.

Government Middle Class schools.

13. The number of Government Middle Class schools has not increased since last year, but the number of pupils has increased 66 per cent. though the average attendance has not increased in proportion. The necessity of imparting instruction in a great measure through the medium of the pupils' own languages has been insisted upon.

Aided Middle Class schools.

14. Of the Aided Middle schools there were 10, the same number as in the preceeding year, receiving Rs. 9,220 from Government, and teaching about 1,000 boys.

Study of Burmese in Karen schools.

15. It is satisfactory to notice that greater attention is being paid to the study of Burmese in the Karen schools. It is a common complaint that the Karens are excluded from the administrative appointments under Government. There is every desire on the part of the Government to place the Karens on a footing of equality with the Burmese in this and in all other respects, but so long as they are not qualified by a knowledge of the general language of the country it is impossible to place them in any responsible position.

High School.

16. The Rangoon High School was opened on the 2nd March, in the building which is intended to become the residence of the Principal. The number of pupils at the end of the month was 129 (since increased to 260), of whom 28 board with the Principal. The whole scheme for this school cannot yet be set at work. There are at present no pupils equal to the standard of the higher class, and until this standard is attained the classes of Law and Medicine must remain in abeyance.

17. On the other hand the great want of schools in Rangoon capable of preparing boys, even for the lowest classes of the Primary Department of the High School, has shown itself. Numbers of boys have been refused admittance to the great annoyance of their parents, because they could not pass the entrance examination, and in fact know little or nothing. Under these circumstances a preparatory class has been opened and placed under the general superintendence of the Principal of the High School, who has been good enough to undertake the duty in addition to his own. This will have the effect of feeding the upper branches of the school with well-grounded boys, and the curriculum of the preparatory school will be that which is best suited for boys desiring to enter the High School. The accounts of the two schools are kept quite distinct. The Director should consider whether, having regard to the want of good schools of this class in Rangoon, a school on the scale of the Town Cess schools, or perhaps of a higher type, might not be established in each of the large quarters of the town.

Opening of a preparatory class.

18. The school has been deprived of a valuable Professor of Pali by the death of Dr. Mason, for whom no successor has yet been appointed. The Burmese teachers of Pali teach what they can. The study of this language, however, will be encouraged as much as possible throughout the schools under Government. Mr. Gilbert deserves very great credit for the characteristic energy and judgment with which he so soon got this large school into working order.

Death of Dr. Mason, Pali Professor.

19. The Moulmein and Akyab schools continue to improve in the standards of education and number of pupils; both schools have improved in a remarkable manner since they have been under their present headmasters.

20. Mr. Hordern questions the grounds upon which Mr. Nesfield proposed to introduce a local standard in supersession of the Calcutta University standard. Mr. Nesfield was quite justified in saying that after five or six years' trial no school in the province had passed any candidates for the Calcutta Entrance examination. It is true, as stated by Mr. Hordern, that the University consented only in 1869 to allow a local entrance examination to be held, but there were never any boys ready to pass it, or likely to be ready. Notwithstanding what Mr. Hordern says of the disappointment of the Head-

Standard of education.

master of the Diocesan School on the subject, the master in question was one of those who most strongly urged the advisability of adopting a local standard. Though, as Mr. Hordern observes, the Calcutta University Entrance standard may not be too high for our schools to aspire to, it is thoroughly inappropriate to our wants. No doubt the graduates of the Calcutta University acquire for a time a certain amount of knowledge of some subjects of which the Burmese students will learn nothing, but what the Burmese lads want is a good, plain, useful education; above all, a good practical knowledge of English, and especially the power of composing in fair English, and reading and understanding an ordinary English book. The Chief Commissioner has lately had an opportunity of comparing notes by an M. A. of the Calcutta University with notes written by a boy in the middle department of the Rangoon High School, and has no hesitation in saying that the real knowledge of English shown to be possessed by the latter was far beyond that possessed by the former, although no doubt the Calcutta M. A. acquired at the time of passing his examination, a certain amount of information on subjects which will never come under the notice of the Burmese boy.

Female education.

21. Government aid had been afforded to an increased extent to female education this year. One Government Girls' schools has been opened in Rangoon, and the number of Aided Girls' schools has risen from 6 to 16. The pupils in these number 967, to which may be added the girl pupils in Indigenous, Aided and Examined schools, 414, or a total of 1,381 girls.

Course of study.

22. The Government Girls' school (Burman) in Rangoon has been a fair success. It is managed by a Committee, and the parents of the pupils are consulted in matters affecting the interest of the school. The school and its Burman Headmistress have given satisfaction to the parents of the girls, and the number of pupils attending is larger than that of any other girls' school in Rangoon, averaging 95. The school-house is overcrowded and a new building is about to be erected. There is no attempt to teach English, which would be perfectly useless to Burmese girls, but the object in view is to give them a really good Burmese education with a certain amount of Pali. Arithmetic is taught according to the European system, but everything else is purposely adapted as much as possible to Burmese requirements. Needlework is taught, but unfortunately it has

been found necessary to give way, as is the case in all Burmese girls' schools, to the craving which Burmese have for fancy work.

Morton Lane School.

23. Miss Haswell's school at Moulmein and the ancillary schools which she supervises continue to maintain the high position they have hitherto held. Miss Haswell's Central school is indeed a perfect model in every way of what a Burmese girls' school should be. The whole style of teaching, discipline, and management leave nothing to be desired, and deserve all the encouragement and support which it is possible to give them. Miss Haswell has unfortunately not that amount of assistance which she should have, but it is to be hoped that this will soon be remedied. She is now expected to do more than any one person can do for any length of time. The grant-in-aid of Miss Haswell's work has been increased during the year. It is intended in 1874-75 to give aid to several new girls' schools which have come into existence during 1873-74.

Training school closed.

24. In calculating the relative cost to the State of educating pupils at the different schools the building grants should not be included; these are calculated to give a very false impression of the real cost of the educational staff of each school.

25. During the year the Training school was closed. It was found not to perform the work for which it was intended, and the training of masters will now be carried on at the High School.

Difficulty of supplying books.

26. The difficulty of obtaining books has not yet been satisfactorily met; a good deal has been done during the year towards providing suitable vernacular text-books. It is a matter of difficulty to obtain suitable books written by men qualified to write them, by the possession at once of a knowledge of the subject and a knowledge of the language. Still very material progress is being made both in regard to books and maps; much is being done also in the way of printing vernacular literature by a Committee appointed for the purpose. Two volumes on popular legends have been selected, and one is printed. The great difficulty in this matter as also in the matter of the new *Educational Gazette*, arises from the want of type. The preparation of the type has formed the subject of correspondence for some time past with the Government of India.

27. A department for the sale of books has been organized since the close of the year.

28. The question of the supply of really good English text-books remain unsolved, though, as shown in paragraphs 86, 87 and 88 of the report, every attempt is being made to supply this very essential want.

Services of Officers.

29. The Chief Commissioner is very glad to notice the terms in which Mr. Nesfield speaks of the services of Messrs. Gray, Adams, Hughes, Rawling and Thomas. Mr. Eden has had an opportunity himself of seeing that the praise bestowed on Messrs. Gray and Adams is thoroughly deserved.

30. On the whole, this year has been one of remarkable progress in the Educational Department. Mr. Nesfield deserves very great credit for the industry and sound sense with which, during his short term of office, he set to work to organize and put into practical control a complete system of education for the province, ranging from the High School to the smallest Indigenous Mixed school. Many of the minor measures now included in the general scheme have no doubt been discussed before, but nothing had really been done which held out any promise of substantial success. The scheme of improving the Indigenous schools, for instance, was first brought forward in 1865 by Sir A. Phayre, but it has only now been applied for the first time on a basis which holds out propects of large and tangible results, and for this Mr. Nesfield deserves full credit, and he is entitled to receive this without any implied depreciation of the services of those who have held the office of Director before him.

31. The Chief Commissioner relies on Mr. Hordern losing no opportunity of pushing on and supporting the policy which has now been definitely determined on. Now that he is assisted by an Inspector he should have much time for working carefully and impartially the experiments which are being tried, and he will also have time for visiting the interior and ascertaining the real educational wants of the province.

By order of the Chief Commissioner,

H. T. Duncan, *Lieut.-Colonel,*
*Officiating Secretary.*

# REPORT

ON

# PUBLIC INSTRUCTION IN BRITISH BURMA

For the year 1873-74.

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## INTRODUCTION.

THE task of submitting the Annual Report of the Education Department for the past year has been rendered a light one by the activity of Mr. J. C. Nesfield, the officer who has been in charge of the department until the last month of the year, and who has left a very complete record of the work of the year and of his views of the present condition and prospects of the department.

Mr. Nesfield has prepared a complete report, which is herewith submitted, extending to the end of the calendar year 1873 and in many instances to the end of February 1874. Little, therefore, remains for me but to summarize the statistics of the year in the usual tables, and to offer some necessary comments of my own upon the several heads of report.

Arrangement of the report.

2. The present report will be arranged as in previous years, on the plan of Education Reports in other provinces, under the main headings noted below :—

General statistics.
Income and expenditure.
Controlling agency.
Schools of the higher class.
Schools of the middle class.
Schools of the lower class.
Female schools.
Special schools.
Supply of school-books.
Scientific and Literary Societies.
Services of officers.

It will be seen that in Mr. Nesfield's report the usual order is reversed, and that he begins with the Primary schools as being the basis of all the rest, but it seems better to adhere to the order followed in similar reports elsewhere, and originally observed in those submitted from this province.

Classification of schools.

3. In the matter of classifying the schools of this province, I cannot approve either the arrangement or the nomenclature adopted by the Officiating Director of Public Instruction. In the arrangement of administration reports it is certainly desirable that, as far as possible, uniformity should be observed in the several provinces composing the empire. I shall therefore adhere to the order of the Government of India, that schools should be divided generally into schools of the higher, middle, and lower class, with sub-divisions where necessary; and although it may often happen that a school classed in a certain grade has not been long enough in that grade to have reached its prescribed standard, it is nevertheless the proper place to assign to it, and with due explanation the arrangement cannot mislead.

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## GENERAL REPORT.

General statistics.

4. The number of schools reported as under the supervision of the Educational Department has risen during the past year from 29 to 981, and the number of pupils from 2,817 to 26,618. Of the additional 952, 21 are new schools and 931 are schools brought for the first time under Government supervision. Of the latter, 928 are Indigenous schools, which have consented to examination under the "result" system, or have been otherwise aided by Government. This increase is a subject of congratulation to the department, especially in the case of the Monastic schools, which have been the subject of so much controversy, and in which it is satisfactory that the Government should have been able to gain a footing at all.

5. Details of the comparative statistics in each division and district of the province are given in the usual form below:—

| Divisions. | Districts. | Number of schools. | | | | Pupils attending. | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Government. | Private. Missionary. | Private. Others. | Total. | Government schools. | Private schools. Missionary. | Private schools. Others. | Total. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Pegu | Rangoon ... | 5 | 5 | 278 | 288 | 303 | 815 | 8,855 | 9,973 |
| | Bassein ... | 2 | 3 | ... | 5 | 36 | 270 | ... | 306 |
| | Henzada ... | 3 | 2 | 180 | 185 | 84 | 116 | 4,607 | 4,807 |
| | Prome ... | 3 | 1 | 214 | 218 | 154 | 38 | 5,209 | 5,401 |
| | Thayet ... | 1 | 1 | .. | 2 | * | * | * | * |
| Tenasserim | Moulmein ... | 2 | 11 | 182 | 195 | 129 | 475 | 3,526 | 4,130 |
| | Tavoy ... | ... | ... | 1 | 1 | ... | ... | 42 | 42 |
| | Mergui ... | 1 | ... | ... | 1 | 71 | ... | ... | 71 |
| | Shwè-gyeen ... | 1 | ... | ... | 1 | 50 | ... | ... | 50 |
| | Toungoo ... | ... | 1 | ... | 1 | ... | 77 | ... | 77 |
| Arakan | Akyab ... | 2 | ... | 80 | 82 | 240 | ... | 1,378 | 1,618 |
| | Ramree ... | 1 | ... | 1 | 2 | 80 | ... | 63 | 143 |
| | Sandoway ... | ... | ... | ... | ... | ... | ... | ... | ... |
| | Total ... | 21 | 24 | 936 | 981 | 1,147 | 1,791 | 23,680 | 26,618 |

* No returns.

Of the schools entered in column 5, 833 are Monastic and 95 Indigenous Lay schools.

Income and expenditure.

6. The assignment from the Provincial Revenues for the year 1873-74 was Rs. 1,60,460, and from the Five per cent. Cess Fund Rs. 35,570, making a total allotment for Education, Science and Art of Rs. 1,96,030.

The total expenditure from Provincial Funds was Rs. 1,08,445, and from Local Funds Rs. 50,102, in all Rs. 1,58,547.

A saving is thus shown of Rs. 52,015 from Provincial Funds, and an excess expenditure from Local Funds of Rs. 14,532, leaving a net saving of Rs. 37,483.

7. The usual summary of expenditure under the headings of direction, inspecti on, and instruction is given below :—

| Charges. | Provincial Funds. | Local Cess Funds. | Income from other sources. | Total. |
|---|---|---|---|---|
| | Rs. | Rs. | Rs. | Rs. |
| 1. Direction ... | 15,664 | ... | ... | 15,664 |
| 2. Inspection ... | ... | 8,045 | ... | 8,045 |
| 3. Instruction... | 92,781 | 42,057 | 78,338 | 2,13,176 |
| Total ... | 1,08,445 | 50,102 | 78,338 | 2,36,885 |

8. A detailed abstract of the expenditure follows here in the customary form :—

*Expenditure of the Education Department in* 1873-74.

| CHARGES | Provincial Funds | Local Cess Funds. | Total. | OTHER SOURCES OF INCOME. | | | Total expenditure. | Percentage on total. |
|---|---|---|---|---|---|---|---|---|
| | | | | Fees and Fines. | Additional sources. | Total. | | |
| | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | |
| Direction .. .. .. | 15,664 | .. | 15,664 | .. | .. | .. | 15,664 | |
| Inspection .. .. .. | .. | 8,045 | 8,045 | .. | .. | .. | 8,045 | |
| *Higher Class Schools.* | | | | | | | | |
| Government .. .. .. | 19,120 | .. | 19,120 | 6,089 | .. | 6,089 | 25,209 | |
| Aided .. .. .. | 8,000 | .. | 8,000 | 20,543 | .. | 20,543 | 28,543 | |
| *Middle Class Schools.* | | | | | | | | |
| Government .. .. .. | 17,232 | .. | 17,232 | 2,161 | .. | 2,161 | 19,393 | |
| Aided .. .. .. | 9,740 | .. | 9,740 | 17,092 | 1,826 | 18,918 | 28,658 | |
| *Lower Class Schools.* | | | | | | | | |
| Government .. .. .. | .. | 23,992 | 23,992 | 781 | .. | 781 | 24,773 | |
| Aided .. .. .. | .. | 4,979 | 4,979 | .. | .. | .. | 4,979 | |
| *Normal Schools.* | | | | | | | | |
| Government .. Male .. .. | 3,490 | 7,851 | 11,341 | 150 | .. | 150 | 11,491 | |
| Government .. Female .. .. | .. | .. | .. | .. | .. | .. | .. | |
| Aided .. Male .. .. | 4,450 | .. | 4,450 | 849 | 10,616 | 11,465 | 15,915 | |
| Aided .. Female .. .. | .. | .. | .. | .. | .. | .. | .. | |
| *Female Schools.* | | | | | | | | |
| Government .. .. .. | 3,136 | .. | 3,136 | 379 | 321 | 700 | 3,836 | |
| Aided .. .. .. | 9,560 | .. | 9,560 | 10,058 | 5,751 | 15,809 | 25,369 | |
| *Grants for encouragement of Literature.* | | | | | | | | |
| Rangoon Literary Society .. .. | 300 | .. | 300 | .. | 1,722 | 1,722 | 2,022 | |
| School-books, maps, &c. .. .. | 8,288 | .. | 8,288 | .. | .. | .. | 8,288 | |
| Prizes and rewards .. .. | 515 | .. | 515 | .. | .. | .. | 515 | |
| Scholarships .. .. .. | 825 | .. | 825 | .. | .. | .. | 825 | |
| *Miscellaneous.* | | | | | | | | |
| Repairs to school-houses .. ... | 1,580 | .. | 1,580 | .. | .. | .. | 1,580 | |
| Purchase and repair of furniture .. | 574 | .. | 574 | .. | .. | .. | 574 | |
| Travelling of School-masters .. | 471 | .. | 471 | .. | .. | .. | 471 | |
| Building grants-in-aid .. .. | 5,500 | .. | 5,500 | .. | .. | .. | 5,500 | |
| Collection and management .. | .. | 5,235 | 5,235 | .. | .. | .. | 5,235 | |
| Total .. | 108,445 | 50,102 | 1,58,547 | 58,102 | 20,236 | 78,338 | 2,36,885 | |

9. In the subjoined tabular statement are shown the receipts and expenditure of the educational portion of the Five per cent. Cess Fund in each district, and the balance in hand at the close of the year.

*Receipts and Expenditure on account of the Education portion of the Five per cent. Cess in* 1873-74.

| Districts. | Receipts. Balance on 1st April 1874. | Collected in 1873-74. | Total. | Expenditure. Collection and management of the Fund. | Indigenous Schools. Inspection. | Indigenous Schools. Trices. | Rangoon Training School. | Town Schools. | Total. | Balance on 1st April 1874. |
|---|---|---|---|---|---|---|---|---|---|---|
| | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| Rangoon .. | 41,824 | 17,273 | 59,097 | 1,580 | 2,268 | 1,300 | 7,851 | 5,532 | 18,531 | 40,566 |
| Bassein .. | 33,092 | 5,584 | 38,676 | 544 | .. | .. | .. | 931 | 1,475 | 37,201 |
| Prome .. | 13,334 | 2,537 | 15,871 | 270 | 1,248 | 700 | .. | 5,657 | 7,875 | 7,996 |
| Henzada . | 18,430 | 2,571 | 21,001 | 181 | 1,079 | 1,009 | .. | 9,562 | 11,831 | 9,170 |
| Thayetmyo .. | 2,046 | 944 | 2,990 | 108 | .. | .. | .. | 568 | 676 | 2,314 |
| Moulmein .. | 20,824 | 25,433 | 26,257 | 714 | 1,800 | 770 | .. | 802 | 4,086 | 22,171 |
| Mergui .. | 4,156 | 876 | 5,032 | 115 | .. | .. | .. | .. | 115 | 4,917 |
| Tavoy .. | 5,183 | 1,009 | 6,192 | 134 | .. | .. | .. | 10 | 144 | 6,048 |
| Shwé-gyeen .. | 8,154 | 1,993 | 10,147 | 112 | 150 | .. | .. | 74 | 336 | 9,811 |
| Toungoo .. | 1,783 | 426 | 2,209 | 55 | 150 | .. | .. | .. | 205 | 2,004 |
| Akyab .. | 33,427 | 8,395 | 41,822 | 1,053 | 1,350 | 1,200 | .. | 856 | 4,459 | 37,363 |
| Ramree .. | 8,175 | 1,503 | 9,678 | 233 | .. | .. | .. | .. | 233 | 9,445 |
| Sandoway .. | 3,271 | 537 | 3,808 | 136 | .. | .. | .. | .. | 136 | 3,672 |
| Total .. | 1,93,599 | 49,081 | 2,42,750 | 5,235 | 8,045 | 4,979 | 7,851 | 23,992 | 50,102 | 1,92,678 |

10. The prescribed statement showing the expenditure of the year on educational buildings is added below :—

EXPENDITURE FROM DEPARTMENT OF PUBLIC WORKS BUDGET.

| | Rs. |
|---|---|
| (a)—Repairs ... ... ... ... ... | 90 |
| (b)—Minor works (up to Rs. 200) ... ... ... | ... |
| (c)—Large works (above Rs. 200) ... ... ... | 82,311 |
| Total from Public Works Department Budget... | 82,401 |

EXPENDITURE FROM EDUCATIONAL BUDGET.

| | Rs. |
|---|---|
| (d)—Repairs to Government buildings ... ... ... | 1,580 |
| (e)—Minor Government buildings ... ... ... | ... |
| (f)—Minor Grants-in-aid (Rs. 1,000 and under) ... ... | 500 |
| (g)—Large Grants (above Rs. 1,000) ... ... ... | 5,000 |
| Total from Educational Budget.... | 7,080 |
| GRAND TOTAL OUTLAY ... | 89,481 |

Controlling agency.

11. During the year under report no increase has been actually made to the controlling agency, and the inspection of schools has been entirely in the hands of the Director of Public Instruction, assisted in the case of Primary schools by five Deputy Inspectors of schools and by a District Committee of Public Instruction at the head-quarter station of each district. It is gratifying, however, to add that the Government of India has at length yielded to the urgent representations which have been repeated from year to year, and that sanction has been given to the permanent appointment of an Inspector of Schools, who will share the work of inspection with the Director.

With this staff, and the full complement of Deputy Inspectors, which will be appointed gradually, the department will be sufficiently well officered for many years to come; and it is hoped that a marked increase of efficiency in the schools of the province will before long be apparent in consequence.

12. The appointment of Inspector was in the first instance conferred upon Mr. J. C. Nesfield, the Officiating Director, and upon his promotion to be Director of Public Instruction in Oudh, the selection fell upon Mr. A. H. Unwin, of the Bombay Civil Service, who will join his appointment as soon as he is relieved of his duties as Assistant Commissioner.

Charge of the Department.

13. The administration of the department was in Mr. Nesfield's hands until the 20th February 1874, when the charge was resumed by myself.

Inspection tours.

14. The work of inspection was vigorously prosecuted during the year by Mr. Nesfield, who visited every district in the Pegu and Tenasserim Divisions of the province. The Arakan Division was visited by myself during the last month of the year.

Deputy Inspectors of Schools.

15. Mr. Nesfield reports favorably of the operations of the five Deputy Inspectors of Schools, and especially notices the services of Mr. Aldridge, the Deputy Inspector of Henzada, who has since been transferred to the new High School of Rangoon as Head Master of the Middle department. Some regulations are, however, required for the guidance and control of these officers, upon whom in any case considerable responsibility must be thrown, and who under the present plans are entrusted with the disbursement of considerable sums of money. I have reason to believe that the Deputy Inspectors themselves feel the weight of this responsibility, and a draft of rules for their guidance has been submitted for the Chief Commissioner's approval.

16. The District Committees, whose principal duty is to supervise the working of our measures for the advancement of primary education, have hitherto had no control over the Deputy Inspectors, who have maintained independent communication with this office. In the rules now framed it has been proposed to place the Deputy Inspector directly under the orders of the Deputy Commissioner, in his capacity of President of the District Committee, and an attempt has been made to localize as far as possible the supervision and management of the several Cess schools, Government and Aided, without throwing any undue burden on the District Committees or diminishing the responsibility of the higher departmental officers.

District Committees of Public Instruction.

17. Mr. Nesfield has not specially noticed the working of the several District Committees, but in his 92nd paragraph he has described their constitution, and reports favorably of the innovation of making the Head Master of the District School *Ex-officio* Secretary to the Committee. I think myself that the propriety of this change is doubtful, especially as the principal duties of a District Committee lie outside the Government school, in matters with which the Head Master is not usually conversant; anything is better, however, than frequent changes, and the present plan should be allowed a fair trial.

18. The whole subject of the higher education has taken a new aspect during the past year. The subject has been very exhaustively dealt with by Mr. Nesfield, who has obtained the sanction of the Government to the detailed scheme which was sketched, in anticipation, in the last Annual Report, and further details of which are contained in Mr. Nesfield's present report.

Schools of the higher class.

The main feature of the new scheme is the adoption of a local standard of instruction in place of that prescribed by the University of Calcutta, and Mr. Nesfield has with so much labour and care provided for a system of higher instruction adapted to the requirements of every department of the administration that nothing remains but to ensure the working up of the several schools placed in each grade to the standards which have been laid down.

19. I am not able, however, to understand the statement in Mr. Nesfield's 113th paragraph that this change has been introduced because no school in the province had after five or six years' trial passed any candidates for the Calcutta Entrance Examination. It was only in 1869 that the University consented to allow the holding of a Local Entrance Examination, and the only examination actually held was in November 1871, one year before Mr. Nesfield proposed the substitution of a local standard. I have reason also to believe that the Head Master of the Diocesan School considers himself aggrieved that he had not the opportunity of presenting the candidates whom he had prepared for the examination of 1873. The real reasons for the change were stated at length in the last Annual Report, and although I cannot think the University Entrance standard at all too high for our schools to aspire to, the desirability of adopting a local standard in view of the present exigencies of the province, seems to have been fairly established.

20. Every effort will now be made to bring the schools of each grade up to the required standard, but it must be borne in mind that these standards cannot possibly be reached for some years to come: the text-books required by them are not yet prepared, the details of the scheme have only just been announced, and the whole plan is still in embryo and must be allowed the necessary time for growth before judgment is passed upon it.

21. The following statement shows the number of schools of the Higher class maintained by Government:—

*Comparative Return of Government Schools of the Higher class.*

| Number of institutions. | | Number on rolls at the close of the year. | | Average daily attendance. | | Total expenditure | |
|---|---|---|---|---|---|---|---|
| 1872-73. | 1873-74. | 1872-73. | 1873-74. | 1872-73. | 1873-74. | 1872-73. | 1873-74. |
| 2 | 3 | 284 | 458 | 190 | 351 | ... | ... |

The three schools entered above are the new High School at Rangoon and the Government schools of Akyab and Moulmein; the two latter institutions are to be, as far as practicable, reorganized on the plan of the former, and a detailed scheme for their reorganization will shortly be prepared and submitted to the Chief Commissioner for sanction, from the beginning of the next financial year.

Rangoon High School.

22. The nature and objects of this institution have been fully and completely described by Mr. Nesfield, and I have only to report that the Middle and Lower departments of the school were formally opened on the advertised date (the 2nd March 1874), in the building intended as a residence for the Principal, immediately adjoining the new school buildings which are in course of erection by the Public Works Department.

The report of Mr. Gilbert, the Principal, formerly Head Master of the Moulmein Town School, is to the following effect:—"The school was opened on the 2nd of March—at the "end of the first week there were 70 pupils; at the end of the "second 114; at the end of the month 129: the average daily "attendance for the last week 106-6. Of the 129 pupils, 18 "were Europeans or Eurasians, 24 Chinese, 24 natives of India, "1 Siamese, and 62 Burmese. Finding it all but impossible "to classify the scholars according to the usual mode, I decided "to organize the school, as far as practicable, upon the tri-"partite system, classifying the pupils generally on every "change of lessons according to their attainments in each "subject, and under that organization and system, modified "according to the circumstances and the capabilities of the "teachers, the school is at present carried on. As time goes "on, alterations may, and no doubt will, be needed, and a "return to the ordinary system of classification be not only "necessary, but more easily carried out. At present, with such "incongruous materials to work with and classify, I think no "other system than the one I have decided upon could, with-

"out very serious disadvantages to the school, be adopted. "So short a time having elapsed since the opening of the "school, it would be out of place for me to make any remarks "on the work done, or perhaps more correctly only begun; "I must therefore only simply state that the course of studies "pursued in the Primary and Middle departments has been "founded on, and will as soon as possible be brought into "accordance with, that detailed in the High School scheme. "No pupils qualified for admission into the High depart-"ment have as yet presented themselves; but as soon as they "do, or a sufficient number of the present pupils in the Middle "department can pass the prescribed examination, a class "in the said High department will be formed. I have to "speak in the highest terms of the able assistance Mr. Aldridge "has rendered me."

Professorship of Pali.

23. It is with great regret that I have to record here the death of the Revd. Dr. Mason, the Professor of Pali, before he had entered upon the duties of his new appointment. Dr. Mason's services to education in Burma and his fame as an Oriental scholar will long be remembered; and there is no doubt that the new institution has suffered a loss in this department of its operation which it will not be easy to supply. Enquiry is now being made in Ceylon for candidates for this appointment, but until the High department of the school is opened there is no urgent need for its being filled up. In the meantime the study of the Pali language in the departments now opened is being conducted under the supervision of two native teachers, who are sufficiently well acquainted with the language to instruct the junior classes entrusted to them.

Akyab Government School.

24. This school was inspected during the last few days of the year under report. The general results were satisfactory, but, as stated above, the improvement in the school is more marked in the lower than in the higher classes. The institution is now divided into an upper and lower school—the former containing five classes, and the latter four. The average daily attendance is 182. In the upper school the first class showed a fair grammatical knowledge of English, but an attempt at a piece of original composition in the language was a complete failure. In arithmetic a fair examination was passed, but in Euclid, though the class was prepared to be examined in 29 propositions of the first book, the definitions were very imperfectly known. In history and geography the results were

tolerably creditable. The second class passed generally a good examination, and, considering how little the Master of the class, Mr. Gray, junior, as yet knows of the vernacular language, the result was very creditable. The remaining classes in the upper school were found in an efficient state, and showed especially well in the reading and pronunciation of English. Translation from English to Burmese and *vice versâ* was also creditably done.

The classes of the lower school were carefully tested, and passed a satisfactory examination. The practice of translating from one language to the other is well kept up, and with good results, and the reading of English shows a great improvement on previous years.

Mr. Gray has now brought this school to the front rank of Burmese schools, and it is to be hoped that it will soon furnish candidates for the newly-sanctioned provincial certificates; much has yet to be done, however, before it reaches the position for which it is destined as a sister institution to the Rangoon High School, with special departments attached. The school is now provided with a fine building, to which however some alterations and additions are still needed.

Moulmein Government School.

25. Mr. Nesfield has furnished an inspection report upon this school, which he considers improved since last year. The attendance has considerably increased, a new building has been completed, and a neighbouring Aided English school has been amalgamated with the Government school, which it is hoped will in the course of the year now current be reorganized on the same plan as the Akyab school, and assimilated as far as possible to the Rangoon High School.

General requirements of Government schools.

26. The principal wants of these and all the Government schools are still, as they have been for years past, greater efficiency in the junior masters, a complete supply of suitable text-books, and a fixed course of study. As regards the first, the Akyab school seems to have less than others to complain of. At Moulmein the constant changes among the junior masters are very prejudicial, and until these appointments are made more attractive, good men will not be induced to accept or remain in them.

The remedies for this evil are to push on the formation of the proposed Normal classes in the Rangoon High School; to enforce the rules for the examination of officers in the verna-

cular language; and to offer some improvement to the prospects of junior officers of the department: all of these I hope to see applied during the present year.

27. To meet the second requirement, the supply of text-books, it will be seen that Mr. Nesfield has laboured not only to ascertain what will be most suitable in each subject of study, but to commence the preparation of what is required.

The commencement so made will now be continued as quickly as possible, but in the meantime all the Government schools have been left at a great disadvantage. The curriculum of study which was sanctioned for Government schools of each grade in 1870-71, in accordance with the scheme of working up to the University Entrance standard, has been set aside before it has been possible to substitute another in its place, and the complaint is made on all sides that the masters are left without guidance for the time being, and that the pupils are unwilling to buy any text-books in the expectation that they will be shortly called upon to set them aside and buy others. A circular on the subject will shortly be issued for the guidance of masters, and it will be necessary to offer some compensation to students when the new text-books are introduced.

28. But until the masters of schools are contented and efficient, and until a complete series of class-books is put into their hands, it will be idle to look for any great improvement in the schools; and until a fixed course of study is laid down for each grade of schools and has been for some years followed, no fair comparison can be made between one school and another.

Aided schools of the higher class.

29. The following summary shows the number and progress of the Aided Higher Class schools:—

*Comparative Return of Aided Schools of the Higher Class.*

| Number of institutions. | | Number on rolls at the close of the year. | | Average daily attendance. | | Total Expenditure. | |
|---|---|---|---|---|---|---|---|
| 1872-73. | 1873-74. | 1872-73. | 1873-74. | 1872-73. | 1873-74. | 1872-73. | 1873-74. |
| | | | | | | Rs. A. P. | Rs. A. P. |
| 3 | 3 | 415 | 358 | 341 | 372·8 | 26,423-8-10 | 28,736-9-2 |

The schools entered above are the same as those returned last year, viz., St. John's College under the S. P. G. at Rangoon, chiefly for Burmese; the Rangoon Diocesan School; and the Town School, Moulmein. The two latter are for boys and girls of European descent.

St. John's College, Rangoon.

30. Mr. Nesfield does not report very favorably of the progress of St. John's College, but repeats his last year's eulogium of the Moulmein Town School, which appears to be fully deserved. In their Annual Report the Committee of this school pay a high tribute to the work of Mr. and Mrs. Gilbert, who retired from the charge in February last on Mr. Gilbert's appointment to the Government High School, and to whose untiring zeal and energy they attribute the reputation which the school has maintained throughout the ten years of its existence, as the best school in the province. Mr. and Mrs. Gilbert are succeeded by Mr. and Mrs. W. G. St. Clair, of whom the former has had a University training and has been assistant to his father, the Principal of the Ewart Institute, and the latter holds a certificate from the Home and Colonial Training College.

Moulmein Town School.

Rangoon Diocesan School (male department).

31. Mr. Nesfield's report upon this branch of the Diocesan School is generally unfavourable. The second class satisfied him in mathematics, and the lower classes in geography, but otherwise the results are pronounced not equal to those shown last year. The first class does not appear to have been examined. The Secretary of the school, the Revd. C. R. Tollemache, reports that for the greater part of the year the Head Master has been single-handed, and gives much credit to Mr. Croley for the way in which his duties have been performed under this difficulty. It is essential to the efficiency of this school that an assistant master should be employed, and the grant-in-aid should be made conditional upon the maintenance of the full establishment.

General remarks on Aided Higher Class schools.

32. These schools unquestionably labour under precisely the same difficulties as the Government schools which have been noticed above, and, as the same remedies are applied, there is no reason why they should not rise with them and compete with them on equal terms. There is no doubt that if efficient teachers are turned out from the Central High School, and if the text-books and curricula adopted in Government schools prove useful, the Aided schools will gladly avail themselves

of the advantages offered by them, and when the sanctioned scheme of scholarships is in full operation, a very healthy rivalry will be established between the Government and Aided schools of each grade. Here again, however, the progress must be gradual, and no striking improvement is to be expected immediately.

Schools for Europeans and Eurasians.

33. Special attention has lately been called by the Government of India to the existing provision for the education of the children of the European and Eurasian community, and to the question of the desirability or otherwise of adopting new measures to meet the wants of this class of the population. From recent enquiries there appears to be an impression that there has been a departure from the intentions of Lord Canning's minute of 1860, and that on the strength of that minute unnecessarily liberal aid has been extended to a class of the community which can well afford to dispense with such assistance, while the larger and poorer section of the class, whose wants it was intended to meet, has been shut out from the benefits of a scheme which was specially designed for them. A report is now being prepared upon the subject as it affects this province, but it may be well to state here that, although enquiry may prove that some additional facilities for the education of their children might be advantageously offered to the class referred to, the impression above noticed, that aid has been extended where it was not called for, to the exclusion of more deserving objects, does not seem to be justified as regards the schools for Europeans and Eurasians in Burma.

## Schools of the Middle Class.

34. The number of the Middle Class Anglo-Vernacular schools at the close of the year was 14: of which 4 were Government institutions, and 10 supported by grants-in-aid.

Mr. Nesfield in his 79th paragraph has included the Karen Normal schools among the schools of the Middle class, on the ground that they are in reality schools for general education; but I think this reason is far outweighed by those which have led me to place them, as before, in the list of special schools. In the first place, although the students at the school are not under any covenant to become school-masters, the primary object which the schools fulfil is to supply masters for the Karen Village schools of the districts. Again, apart from their special object, these schools are for Karens only; are open only during certain months of the year; are principally, and in some cases

entirely, for instruction in the vernacular, and are altogether of so peculiar a constitution that they are quite out of place if ranked among the Anglo-Vernacular Middle Class schools for the Burmese population. In addition to these reasons, they have hitherto been annually reported upon separately, and if now confounded with the Middle Class schools their individual history would be merged in that of institutions of an entirely different nature.

35. The scheme of higher education which has been sanctioned during the past year embraces the Middle Class schools, and full details regarding the standards of instruction which are prescribed and the text-books which are to be used as soon as they are ready, will be found in Mr. Nesfield's report. As in the case of the Higher Class schools, there has been a complete revision of the standards and curricula of study, although owing to the want of the necessary books it has not yet been possible fully to commence the course which has been laid down.

36. The following return shows the number and progress of the Government Middle Class schools :—

*Comparative Return of Government Schools of the Middle Class.*

| Number of institutions. | | Number on rolls at the close of the year. | | Average daily attendance. | | Total expenditure. | |
|---|---|---|---|---|---|---|---|
| 1872-73. | 1873-74. | 1872-73. | 1873-74. | 1872-73. | 1873-74. | 1872-73. | 1873-74. |
| | | | | | | Rs. | Rs. |
| 4 | 4 | 171 | 284 | 182 | 187 | 18,023 | 17,244 |

Of the four schools entered above, three—viz., those at Prome, Mergui and Shwe-gyeen—have been inspected by Mr. Nesfield, and the results will be found in his report, which is tolerably favourable as regards the two former and less favourable as regards the Shwe-gyeen school.

Kyouk-phyoo Government school.

37. The remaining school of this grade, that at Kyouk-phyoo, was inspected by myself on the 28th of March last. It was unfortunate that the school had been closed for the holidays a few days earlier than the specified time, owing to an outbreak of small-pox in the place and to the immediate neighbourhood of the hospital to the school. Of the 80 pupils

reported on the rolls, only 26 were assembled for examination, and these were tested in the usual subjects. The results, I regret to say, were very disappointing. The five boys of the first class who presented themselves were able to read English with some fluency, but their pronunciation was very bad, and the parsing and spelling of words nearly as bad. Very little was known of geography, least of all of the geography of Burma, and the compound rules of arithmetic were very imperfectly known. The writing from dictation was the only creditable performance of the class. The second class passed in the same way a very indifferent examination, except in the writing of English. The third and fourth classes compared favourably with the two first. The Burman master of the third class has a very good pronunciation of English, and the result was manifest in his class. Both classes, however, were capable of considerable improvement.

38. The Head Master of the school, Mr. E. J. Hughes, has for some time been in very bad health, and quite unfit for his work. He has now been granted a year's leave on medical certificate, and Mr. DaCosta, Head Master of the Myanoung Town School, has been appointed to officiate for him. In addition however to the illness of the head-master, the school has unquestionably suffered from the abolition of the old curriculum of study and series of text-books before it has been possible to provide substitutes for them. The building at present occupied by the school is much out of repair and for other reasons unsuitable, and a new building for the school, as well as a house for the Head Master, are urgently required.

General remarks on Middle Class schools.

39. The general requirements of these schools have been noticed above. Two new schools of the same grade are now being established, and when the sanctioned plan of higher education has been fully brought into operation, there is every prospect of these schools being really efficient and fulfilling the requirements of the class for whom they are designed. It would be a great mistake to pronounce that schools of this kind are unnecessary, or their success hopeless, because they have hitherto made but little progress. There is every reason to believe that these schools will amply repay their cost, if they have not done so already, but time must be allowed for the development of the plans for their improvement which have now been set on foot.

40. I am at issue, however, with Mr. Nesfield in his theory of the object for which schools of this nature are established.

In various places, and especially in the 120th paragraph of his present report, he has stated his opinion that the only object of the existence of schools of any grade below the highest is to furnish recruits to schools of a higher grade. He considers that neither Town schools nor District schools can afford the full training required by the students attending them, and that both alike fail in the object of their existence if they do not feed the schools which rank next above them.

This view appears to me not only erroneous but calculated to discourage the masters of schools of the Middle and Lower class, or at least to aggravate the danger, which is sufficiently common, of their paying undue attention to a few clever boys to the detriment of the school itself. It is no doubt an object to be aimed at that the District schools should be fed by the Town schools, and the Higher Class schools by those of the Middle class, and care has been taken by Mr. Nesfield himself to link together by a chain of scholarships the several grades of schools; but it seems to me to be a mischievous exaggeration to say that unless the District schools act as feeders to the High School at Rangoon there is no other object of their existence. The instruction given in the schools of each grade is intended to meet the wants of a class which will not necessarily aspire to anything higher. The National schools of England do not fail of their object because they do not feed the Public schools, nor do many schools of a higher grade fail because they do not supply recruits to the Universities.

Aided schools of the Middle class.

41. The schools comprised under this head are those which in the last Annual Report were described as "Aided Burmese" schools.

The following return shows an increase of one school since the last report:—

*Comparative Return of Aided Schools of the Middle Class.*

| Number of institutions. | | Number on rolls at the close of the year. | | Average daily attendance. | | Total expenditure. | |
|---|---|---|---|---|---|---|---|
| 1872-73. | 1873-74. | 1872-73. | 1873-74. | 1872-73. | 1873-74. | 1872-73. | 1873-74. |
| 9 | 10 | 825 | 1,088 | 632 | 935 | Rs. 28,048 | Rs. 25,547-8 |

The inspection reports upon these schools are generally very satisfactory, and will be found in full in Mr. Nesfield's

report, which is herewith appended, and upon which it is unnecessary for me to enlarge.

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## Schools of the Lower Class.

42. The schools of this grade now under the supervision of the Education Department consist of three classes,—viz., the Government Town schools, which form an entirely new class of schools and of which fourteen were established during the past year; the Indigenous schools, Monastic and Lay, the masters of which are assisted by trained masters appointed by the Education Department, and in some instances receive themselves a salary from Government; and the Indigenous schools, both Monastic and Lay, which have consented to allow examinations to be held by Deputy Inspectors of Schools. Of the Monastic schools more than 800 had at the close of the year been examined and obtained prizes under the rules laid down. Of Indigenous Lay Schools upwards of 100 had been similarly successful, and 12 were aided by the appointment of trained assistant masters and the grant of a salary to the head master.

43. Upon each of these classes of Primary schools Mr. Nesfield has commented very fully in his past and present reports, showing the nature of the institutions, the plans devised for their improvement, the curricula of study and standards of instruction which have been prescribed for them; and it is unnecessary here to do more than give a summary of the statistics of each, with such remarks as appear to be called for in the several cases.

Government Town schools.

44. Of the fourteen Town schools opened during the year, two have already been closed and the masters transferred elsewhere. The number of pupils in attendance at the remaining twelve is only 269, and this result is not altogether promising. The establishment of these schools has been the first attempt to organize a class of Vernacular schools conducted on better methods and imparting a better education than are to be found in the Indigenous schools, and to utilize by this means the masters who have been trained in the Rangoon Training school.

The experiment so far has not been very successful. The schools now open have none of them yet been a year in operation, but during the few months of their existence it has been found desirable to alter the status of all but four, and they have been converted from Vernacular into Anglo-Vernacular

schools. In every case this change has been made by the wish of the people, and appears likely to answer well—not so much from the benefits of introducing the study of English, as from the popularity which its introduction invariably brings to a school.

45. Mr. Nesfield in his 54th paragraph enumerates three difficulties under which these schools at first laboured, viz., the youth of the masters; the fact that they were strangers to the people; and the fact that they knew nothing either of Pali or English. Of these difficulties I think the last alone has any real importance. The objection to the youth of the trained masters, or to their being strangers to the people, would not have weighed for a moment against the schools had the course of study been popular, and especially had the instruction been gratuitous. As regards the course of study, no doubt the addition of Pali would have been useful, but I do not believe that it would have added an iota to the success of the schools.

46. The real objections are obvious. In the first place, the people have naturally no idea of the advantages of education for its own sake; they must see some tangible benefit accrue before they will desire it, and this they do see in the learning of English, which is the high road to employment. In the second place, owing to the national custom of gratuitous education, they are reluctant to pay even for an education of which they see plainly the advantage, and entirely averse to pay for instruction which leads to no palpable advancement for their children. With or without Pali, purely Vernacular schools in which fees are charged are not likely to be attractive or successful, and, while the introduction of Pali is undoubtedly a sound measure, it is the introduction of English which will alone give these schools the popularity which they require, and overcome to some extent the reluctance to the payment of fees.

47. To complete the success of these schools, however, my own opinion is, that they should give gratuitous instruction, and, considering the nature of the Cess Fund by which they are supported, this course appears to me at once the most politic and the most fair. The cess is an additional impost upon the land tax, and the portion of it allotted to the Education Department is thus an investment made by the people for the education of their children, to the full benefits of which they seem therefore to be entitled without additional payment. If this argument is financially sound, there is no

doubt of the popularity which would be gained by the measure.

48. In introducing English into these schools there is a danger to be carefully avoided, and one which Mr. Nesfield evidently foresaw—the danger, namely, of making the study of English the main feature of the school course, and the vernacular subordinate to it. This danger is increased by the exclusive anxiety of parents to obtain an English education for their children, and is one to which many of the masters lately appointed are especially exposed. These masters are in not a few instances of European or Eurasian origin, very imperfectly acquainted with vernacular, and otherwise ill-qualified for the charge of schools of this nature, and the danger is great of their falling in with the views of parents and exalting the English at the expense of the Burmese and Pali languages.

Mr. Nesfield has been careful to provide for the study of Pali by the certificated masters sent out from the Training school, and has stipulated that head masters shall pass an examination in Burmese; but I consider it of great importance that for the charge of all schools of this grade only men who are well acquainted with the vernacular should be selected. Special care will be taken that the vernacular standard prescribed for these schools is strictly maintained, and that the main object of their existence is steadily kept in view.

49. Mr. Nesfield's suggestion that wherever possible Aided schools should in future be opened instead of Government schools, seems to be in every way a good one, but I cannot concur in the suggestion that none but middle-aged men should be selected for training as masters. It is doubtless desirable that as far as practicable normal students should be selected from the places to which they are to be subsequently posted, and also that if possible they shall have shown some taste or aptitude for teaching, but it is not likely either that middle-aged men would be willing to leave their villages to undergo a training at Rangoon, or that the cost of their training would be repaid by the result.

50. With the introduction of English into the schools of this grade, and provided the study of English is carefully kept within the prescribed limits, there seems to be good reason to anticipate for them a bright future, and to hope that they will form a valuable link in the educational chain.

Indigenous schools aided by trained masters.

51. The plan of aiding and improving Indigenous schools by attaching to them trained assistant masters is another of the experiments of the past year which has been tried for too short a time to pronounce a judgment upon its success.

The plan was originally suggested in the Annual Report for 1870-71 (paragraph 41), and with some modifications seems to hold out greater promise of success than was at first anticipated. If this promise is fulfilled the plan will no doubt be preferable, wherever it can be adopted, to that of opening new schools.

52. Thirteen Indigenous schools are now aided on this system, of which one is a Monastic school in Rangoon, while various other Monastic schools have applied for the services of trained masters. The schools at present included under this head are noticed individually in the annexed report by Mr. Nesfield. It is too early to report upon the results of the instruction given in these schools, which will be recorded in the next Annual Report, but it is satisfactory to note that a fair beginning has been made in this direction. To ensure the popularity of the measure, it will be necessary to avoid undue interference with the management of the schools thus aided. They are placed indeed under Government inspection and a standard of instruction has been prescribed for them, but it must be remembered that the first object to be gained is popularity, and if any attempt is made to levy fees or to interfere unduly in the management of the schools, this object will be defeated. I am opposed myself to that part of the plan by which a salary of Rs. 5 a month is paid to the head master of an Indigenous school who receives the services of a trained assistant. I think that in the first place the inducement of a salary to the head master is not necessary, and that if it were necessary, the salary offered ought to exceed that paid to the assistant, who is otherwise placed in a false position. But I also consider it a mistake to take the head masters of these schools into the service of Government, and that it would be much better to leave the schools on the footing of private schools aided by Government, with the management of which Government does not interfere, but which are open to inspection and to which the continuance of aid will depend upon the results of such inspection.

53. The plan of giving special grants for buildings to schools of this class is a good one, but it was not initiated in the present year, as Mr. Nesfield supposes, being merely a

revival of the rule sanctioned by Government in 1870-71, which has apparently been overlooked.

Indigenous schools aided on the plan of payment by results.

54. Mr. Nesfield has given a detailed summary of the operation of the plan of payment by results in the Indigenous schools in the five districts where Deputy Inspectors of schools are at work, up to the end of the calendar year 1873. These results are summarized below, with the addition of the schools so aided during the three last months of the year under report:

| District | Number of successful schools | | | Pupils attending | | | | Number of prize-winners | | | | Amount spent in Prizes. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Monastic | Lay | Total | Monastic | Lay Boys | Lay Girls | Total | Monastic | Lay Boys | Lay Girls | Total | Rs. |
| Rangoon .. | 236 | 39 | 275 | 7,601 | 743 | 305 | 8,649 | 972 | 144 | 77 | 1,193 | 1,318 |
| Henzada .. | 95 | 19 | 114 | 2,824 | 285 | 123 | 3,232 | 400 | 68 | 42 | 510 | 832 |
| Prome .. | 99 | 19 | 118 | 2,397 | 377 | 103 | 2,877 | 398 | 68 | 20 | 486 | 394 |
| Amherst .. | 89 | 12 | 101 | 1,422 | 214 | 71 | 1,707 | 266 | 45 | 22 | 333 | 396 |
| Akyab .. | 74 | 6 | 80 | 1,326 | 47 | 5 | 1,378 | 423 | 25 | 9 | 457 | 696 |
| Total . | 593 | 95 | 688 | 15,570 | 1,666 | 302 | 17,843 | 2,459 | 350 | 170 | 2,979 | 3,636 |
| Additional summary for three districts* . | | | 240 | | | | 5,269 | | | | 606 | 856 |
| Grand Total . | | | 928 | | | | 23,112 | | | | 3,585 | 4,492 |

These statistics show the extent to which this plan has been worked in the several districts; and some idea of the state of education as revealed by the plan may be gathered from the following statement, which shows the total number of boys and girls in the five districts who have passed under each of the prescribed standards of examination. The numbers for each district separately are shown by Mr. Nesfield.

* The additional returns from three districts were not sufficiently detailed for the above summary, and no additional returns were received from Akyab

| Standard. | Language. | | | Arithmetic. | | |
|---|---|---|---|---|---|---|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. |
| I. | 1,897 | 159 | 2,056 | 627 | 34 | 661 |
| II. | 426 | 17 | 443 | 93 | 5 | 98 |
| III. | 222 | 6 | 228 | 116 | 7 | 123 |
| IV. | 46 | ... | 46 | 8 | ... | 8 |
| V. | 13 | ... | 13 | 12 | ... | 12 |

55. It will be seen that of a total of 23,112 pupils, 3,585, or 15-51 per cent., have obtained prizes, and that a very small percentage has passed by any but the lower standards.

I lay no stress on the smallness of this percentage. The present system of improving these schools has intentionally and necessarily been so framed that the progress must be very gradual, and it is a sufficient matter for satisfaction that a footing has been gained in so many of the Indigenous schools. That they will be gradually improved if this footing is maintained, and if success awaits the plans recently sanctioned for the award of scholarships, for competitive examinations for special prizes, and, above all, for an ample supply of text-books (especially on arithmetic and mensuration), there seems to be good reason to hope.

## Female Schools.

56. A very complete account of the present state and prospects of female education in the province will be found in Mr. Nesfield's report, and the subject calls for only the briefest remarks in this place. As regards the education of Burmese girls, it will be seen that the plan laid down by the Chief Commissioner two years ago, that girls should first be educated in the Cess schools and subsequently drafted to a Normal class, has been commenced, and it is hoped that this plan will be more fully developed during the current year.

Government Girls' School.

57. The experiment of a Government Girls' School has also been tried in Rangoon, under a Burmese mistress. The progress of the school has not been very satisfactory at present, though the attendance is large; but there is no reason why, under a really efficient establishment of teachers, the school should not rival that of Miss Haswell at Moulmein, than which nothing better need be desired.

## SPECIAL SCHOOLS.

58. Under this heading are included Normal or Training schools for teachers, and Industrial schools. The only schools of this nature connected with the Education Department during the past year were the Government Training School at Rangoon and four Karen Normal schools under the American Mission.

Rangoon Training School.

59. It was decided by Government during the past year to close the Rangoon Training School, which has been in operation since 1871, and, after a final examination of the remaining students, who numbered 29, the school was closed on the 31st March.

It will be convenient here to notice briefly the work which has been done by the school during the three years of its existence,—that is, the amount and quality of the outturn of teachers, and the reasons for now closing the institution. The number of teachers turned out from the school during the three years of its existence has been 44. Of these, 27 were awarded certificates during the past year, and the remaining 17 were time-expired students who had not attained the proficiency required for a certificate, but were nevertheless appointed last year to masterships in Vernacular schools. At the final examination, which occupied two days, the students were examined by papers in arithmetic, mensuration, geography and literature (Burmese and Pali). The examination was conducted by myself, with the help of Bishop Bigandet, Mr. Gilbert, and Mr. Aldridge, to each of whom I was much indebted. An error regarding the literature paper rendered that part of the examination inadmissable as a test, but in the three remaining subjects the results were far from unsatisfactory. In mensuration, a very important subject, three students obtained full marks, nine more than two-thirds, and six more than half. In arithmetic, nine obtained two-thirds of the marks allotted, or more, and eight half marks or upwards. In geography the result was not quite so satisfactory, but thirteen students obtained at least half marks.

60. I have as yet had no opportunity of personally visiting the schools to which the masters trained in this school have been attached, but from the reports which I have received I have reason to believe that as a rule they are giving satisfaction as teachers, especially in the most important part of their work, arithmetic and mensuration. As I have pointed

out above, the small success of the schools to which they have been appointed appears to me to be due to causes distinct from any qualifications of the masters themselves. If the favorable impression which I have thus formed of the quality of the masters turned out by the Training School proves to be correct, there will be no cause to regret the expenditure upon the school, and much credit will be due to Mr. Sandys, the Headmaster, who has unquestionably done his best to carry out the work entrusted to him. Had this school not been in existence, it would have been impossible to find qualified men for appointment to either Government or Aided Cess schools, and the only doubt appears to be whether it would not have been well to continue the supply of such teachers from the Training School for at least another year, until the normal classes of the High School are prepared to take its place.

Karen Normal Schools.

61. The following comparative return gives the usual summary of statistics regarding the Normal schools under the American Mission :—

| Number of institutions. | | Number on rolls at the close of the year. | | Average daily attendance. | | Total expenditure. | |
|---|---|---|---|---|---|---|---|
| 1872-73. | 1873-74. | 1872-73. | 1873-74. | 1872-73. | 1873-74. | 1872-73. | 1873-74. |
| | | | | | | Rs. | Rs. |
| 3 | 4 | 242 | 262 | 194 | 251 | 10,612 | 15,911-5-4. |

62. Mr. Nesfield's inspection reports contain a sufficient commentary upon the present state of these institutions, the nature of which has been fully described in former reports. I concur with Mr. Nesfield in urging the importance of making the study of the Burmese language a prominent part of the course of the study, and I am glad to notice that in three of the four schools this is already done. It is very desirable that the Karen language should be gradually superseded entirely by Burmese, and much will be effected towards this object by the influence of the Karen Normal schools.

## Supply of School-books.

63. The various points which call for attention in regard to the supply and distribution of school-books and of other publica-

tions of general interest are fully treated below by Mr. Nesfield. For the supply of school-books to the majority of the schools of the province it will be seen that it is intended to provide by local publications, and the preparation of a series of text-books has been already commenced. For schools of the higher class it will probably be necessary, however, to obtain additional supplies from England, and it still remains to fix the text-books in each subject which are to be substituted in those schools for the books which have been hitherto prescribed. Lastly, it is necessary to provide for the distribution of the vernancular books for general reading which are now being published under the auspices of the Vernacular Literature Committee. For the regular supply of books of each of the three kinds, I fully agree with Mr. Nesfield that it is desirable that a central depôt should be established at Rangoon, and local agencies opened throughout the province in connection with it, and it is intended to prepare a scheme with this object in view at an early date. The Reverend Mr. Marks is anxious to establish an agency at Mandalay, where there would doubtless be a large demand for vernacular books.

Vernacular Literature Committee.

64. Two more of the Burmese "zats" are now ready for the press, viz., the *Wathandya* and *Mahauthata*, as well as the series of Pali texts selected by the Committee. The latter will be invaluable in nearly all schools, and will probably find a very large sale. Mr. Sandys has also prepared a glossary on the texts for the approval of the Committee. It will be quite possible now to prepare for publication at least two more of the ten zats which are to be printed, and the only difficulty, which is a somewhat serious one, is to find a press where the work can be done: the presses in Rangoon are either so fully occupied or so badly supplied with type that they cannot undertake the work at present. The Mission Press at Bassein, which is now engaged in printing the *Nemi Zat*, has undertaken to take the *Waythandya* in hand as soon as the former is completed, but a printer has still to be found for the remainder.

65. In addition to the above-mentioned books, an edition of a thousand copies of the *Laukanidi* in Pali and Burmese has been purchased at the Bassein Press, and will be very useful to meet the immediate requirements of schools.

## Scientific and Literary Societies.

Rangoon Literary Society.

66. The only Society of a literary nature connected with the Education Department is the Rangoon Literary Society, the nature and objects of which have been repeatedly detailed in previous reports. The Secretary has made no special report upon the operations of the Society for the past year, but the number of visitors is returned as 77, and the receipts from subscriptions of members, Rs. 1,722. The Society appears fully deserving of the continuance of the small annual grant which it receives from Government.

Phayre Museum.

67. The suggestions made by the Officiating Director in the last annual report as to the formation of a library in the Phayre Museum, which should contain a collection of the most valuable Burmese and Pali manuscripts, does not appear to have been yet adopted. The suggestion appears to me, however, to be well worthy of consideration, and a formal proposal will be submitted upon the subject. The several Deputy Commissioners would no doubt assist in collecting manuscripts of the kind required, and it might be possible to include the charge of the library in the duties of the Curator of the proposed Government Book Depôt.

Proposed *Education Gazette.*

68. The proposal to establish an *Education Gazette* has also still to be carried out. A special allotment has been made for this purpose in the estimates for the current year, and it is hoped that the scheme may be carried into effect in the course of the year. The nature of the proposed publication was fully described in the last report.

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## Services of Officers.

69. In addition to the officers of the department specially mentioned by Mr. Nesfield, I think that Mr. W. S. Sandys and Mr. J. H. Gilbert deserve the favourable consideration of the Chief Commissioner for their services during the year.

It is true that Mr. Gilbert's services extend only over one month of the year, but the energy with which he has entered upon the difficult task of organizing the new High School is deserving of notice. Mr. Sandys has also done good service during the year. Fault has been found with various points in the system under which the Training School has been carried on, and the series of books prepared by Mr. Sandys has

been rejected as unsuitable for the general use of schools. Mr. Sandys himself however is deserving of credit. He has conducted the school with considerable ability and success throughout the period of its existence; and whatever the value of his books, he has expended considerable labour in their preparation. He has also been a useful member of the Vernacular Literature Committee.

RANGOON,
*The 26th May* 1874.

P. HORDERN,
*Director of Public Instruction.*

# APPENDICES.

*General Statement of Educational Institutions in the Province of British Burma, in the year* 1873-74.

| Class of Institution. | Government Institutions. | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number. | Number of students on rolls. | Average daily attendance. | Average age. | Teachers. | | Income. | | | Number of persons instructed in | | |
| | | | | | Christians. | Others. | Public funds. | Fees. | Total. | English. | Vernacular. | General. |
| *Colleges.* | | | | | | | | | | | | |
| Arts .. .. | .. | .. | .. | .. | .. | .. | .. | ... | .. | .. | .. | .. |
| Professional .. .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| *Schools.* | | | | | | | | | | | | |
| Higher .. .. | 3 | 438 | 351 | .. | 14 | 11 | 19,120 | 6,089 | 25,209 | 458 | 452 | .. |
| Middle .. .. | 4 | 284 | 187 | .. | 5 | 11 | 17,232 | 2,161 | 19,393 | 284 | 254 | .. |
| Lower .. .. | 12 | 269 | 159 | .. | 5 | 22 | 23,992 | 781 | 24,773 | 117 | 185 | .. |
| *Girls' Schools.* | | | | | | | | | | | | |
| Higher .. .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Middle ... .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Lower .. .. | 1 | 107 | 71 | .. | .. | 3 | 3,136 | 700 | 3,836 | .. | 107 | .. |
| *Normal Schools.* | | | | | | | | | | | | |
| For Masters .. .. | 1 | 29 | 35 | .. | .. | .. | 11,341 | 150 | 11,491 | .. | 20 | .. |
| For Mistresses .. .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Total .. | 21 | 1,147 | 803 | .. | 24 | 47 | 74,821 | 9,881 | 84,702 | 859 | 1,057 | .. |

## *General Statement of Educational Institutions.*—(Continued).

| Class of Institution. | Private Institutions. Class. Burmese. | Karens. | Mahomedans. | Others. | Total. | Average daily attendance. | Income. From endowment. | From fees. | From Government. | Number of persons instructed in English. | Vernacular. | General. | Grand total, schools. | Grand total, average attendance. | Grand total of pupils on the rolls. | Proportion of attendance to population. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Colleges.* | | | | | | | | | | | | | | | | |
| Arts .. .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Professional .. .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| *Schools.* | | | | | | | | | | | | | | | | |
| Higher .. .. | 111 | 2 | .. | 245 | 358 | 372 | .. | 20,543 | 8,000 | 358 | 214 | .. | 6 | 723 | 816 | .. |
| Middle .. .. | 518 | 41 | .. | 529 | 1,088 | 935 | .. | 18,918 | 9,740 | 1,013 | 475 | 18 | 14 | 1,221 | 1,372 | .. |
| Lower .. .. | 23,112 | .. | .. | .. | *23,112 | *23,112 | .. | .. | .. | .. | *23,112 | .. | 940 | *23,271 | *23,381 | .. |
| *Girls' Schools.* | | | | | | | | | | | | | | | | |
| Higher .. .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Middle .. .. | 332 | 23 | .. | 316 | 671 | 571 | .. | 15,809 | 9,560 | 364 | 336 | .. | 15 | 571 | 671 | .. |
| Lower .. .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 1 | 71 | 107 | .. |
| *Normal Schools.* | | | | | | | | | | | | | | | | |
| For Masters .. .. | 1 | 261 | .. | .. | 262 | 251 | .. | 11,465 | 4,450 | 156 | 54 | 154 | 5 | 286 | 291 | .. |
| For Mistresses .. .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Total .. | 24,074 | 327 | .. | 1,090 | 25,491 | 25,241 | .. | 66,735 | 31,750 | 1,891 | 24,194 | 172 | 981 | 26,044 | 26,638 | .. |

* These figures indicate only the number of pupils in lower schools supervised by Government Agency.

*Scientific and Literary Societies.*

| Names. | Object. | Income. | | | | Number of Visitors. | | | | Registered or not. | When established. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | From Government. | Endowment. | Subscriptions. | Total. | Males. | Females. | Juveniles. | Total. | | |
| Rangoon Literary Society. | Supply of literature to the public. | *Rs. 2,800. | ... | Rs. 1,722. | Rs. 4,522. | 70 | 1 | : | 77 | Not registered. | 1856. |
| : | | | | | | | | | | | |
| : | | | | | | | | | | | |

* Of this sum Rs. 2,500 was an extraordinary grant for buildings.

*Statistical Return of Government Schools of the Higher Class for the year ending 31st March 1874.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 10a | 10b | 11 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Number of Pupils on the rolls at the end of the year. | | | | | | Number of Pupils studying in each language at the close of the year. | | | |
| Name of Institution. | Locality. | When established. | Burmese. | Karens. | Others. | Total. | Average number of Pupils attending daily. | Average number of Pupils on the rolls monthly. | English. | Burmese. | Karen. | Monthly rate or rates of fee. |
| Government High School .. .. | Rangoon .. | 1874 | 62 | .. | 67 | 129 | 89·5 | 129 | 129 | 129 | .. | Rs. 5,3,2 & Re. 1 |
| Akyab Government School .. .. | Akyab .. | 1846 | 202 | .. | 18 | 220 | 182·8 | 203 | 220 | 214 | .. | Rs. 2 |
| Moulmein ditto .. .. | Moulmein .. | 1835 | 68 | .. | 41 | 109 | 80·0 | 94 | 109 | 109 | .. | Rs. 2 & Re. 1 |
| Total .. | .. | .. | 332 | .. | 126 | 458 | 351 | 426 | 458 | 452 | .. | .. |

*Statistical Return of Government Schools of the Higher Class for the year ending 31st March 1874.*—(Continued.)

| 1 | 2 | 3 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Receipts during the year. | | | | | Charges incurred during the year. | | | | | Annual cost of educating each pupil. | |
| Name of Institution. | Locality. | When established. | From Government. | Proceeds of endowment. | Subscriptions and donations, &c. | Fees, fines, &c. | Total. | Current. | Extraordinary. | Total. | Excess of receipts over charges. | Excess of charges over receipts. | Total cost. | Cost to Government. |
| | | | Rs. A. P. | Rs. | Rs. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. | Rs. | Rs. A. P. | Rs. A. P. |
| Government High School .. | Rangoon.. | 1874 | 3,191 12 8 | .. | .. | 243 13 0 | 3,435 9 8 | 2,601 15 8 | 833 10 0 | 3,435 9 8 | .. | .. | 26 10 1 | 24 11 10 |
| Akyab Government School.. | Akyab .. | 1846 | 6,478 4 1 | .. | .. | 3,832 8 0 | 10,310 12 1 | 9,940 12 1 | 370 0 0 | 10,310 12 1 | .. | .. | 50 12 8 | 30 14 10 |
| Moulmein ditto .. | Moulmein.. | 1835 | 6,411 0 1 | .. | .. | 2,013 8 0 | 8,424 2 1 | 8,091 14 4 | 332 9 9 | 8,424 2 1 | .. | .. | 84 0 6 | 67 11 6 |
| Total .. | .. | .. | 16,081 0 10 | .. | .. | 6,089 13 0 | 22,170 7 10 | 20,634 10 1 | 1,536 8 9 | 22,170 7 10 | .. | .. | .. | .. |

*Statistical Return of Government District Schools of the Middle Class for the year ending 31st March 1874.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 10a | 10b | 11 | 12 | 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Name of Institution. | Locality. | When established. | Number of Pupils on the Rolls at the end of the year. | | | | Average number of Pupils attending daily. | Average number of Pupils on the rolls monthly. | Number of Pupils studying in each Language at the close of the year. | | | Monthly rate or rates of fee. | Receipts during the year. | |
| | | | Burmese. | Karens. | Others. | Total. | | | English. | Burmese. | Karen. | | From Government. | Proceeds of endowment. |
| | | | | | | | | | | | | | Rs. A. P. | Rs. A. P. |
| Prome Government School .. .. | Prome .. | 1866 | 64 | .. | 19* | 83 | 48 | 57 | 83 | 83 | .. | Re. 1 & As. 8 | 3,621 9 8 | .. |
| Mergui ditto .. .. .. | Mergui .. | 1871 | 43 | .. | 28 | 71 | 32 | 39 | 71 | 71 | .. | Re. 1 & As. 8 | 3,799 12 3 | .. |
| Shwe-gyeen ditto .. .. .. | Shwe-gyeen .. | 1871 | 29 | .. | 21 | 50 | 41 | 58 | 50 | 50 | .. | Re. 1 | 3,810 2 0 | .. |
| Kyouk-hpyoo ditto .. .. .. | Kyouk-hpyoo.. | 1837 | 61 | .. | 19 | 80 | 65 | 89 | 80 | 80 | .. | Re. 1 | 3,842 0 0 | .. |
| Total .. | .. | .. | 197 | .. | 87 | 284 | 187 | 234 | 284 | 284 | .. | .. | 15,073 7 11 | .. |

* Chinese 11, Eurasians 3, Mussalmans 4, and Hindoos 4—total 19.

*Statistical Return of Government District Schools of the Middle Class for the year ending 31st March 1874.*—(Continued.)

| 1 | 2 | 3 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Name of Institution. | Locality. | When established. | Receipts during the year. Subscriptions and donations, &c. | Receipts during the year. Fees and fines, &c. | Receipts during the year. Total. | Charges incurred during the year. Current. | Charges incurred during the year. Extraordinary. | Charges incurred during the year. Total. | Excess of receipts over charges. | Excess of charges over receipts. | Annual cost of educating each pupil. Total cost. | Annual cost of educating each pupil. Cost to Government. |
| | | | | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | | | Rs. A. P. | Rs. A. P. |
| Prome Government School .. | Prome .. | 1866 | .. | 650 8 0 | 4,272 1 8 | 4,272 1 8 | .. | 4,272 1 8 | .. | .. | 74 8 3 | 63 2 6 |
| Mergui ditto .. | Mergui .. | 1871 | .. | 432 13 0 | 4,232 9 3 | 4,232 9 3 | .. | 4,232 9 3 | .. | .. | 108 8 5 | 97 6 10 |
| Shwe-gyeen ditto .. | Shwe-gyeen .. | 1871 | .. | 827 14 0 | 4,638 0 0 | 4,460 0 0 | 178 0 0 | 4,638 0 0 | .. | .. | 78 15 1 | 67 12 0 |
| Kyouk-hpyoo ditto .. | Kyouk-hpyoo .. | 1837 | .. | 250 0 0 | 4,092 0 0 | 4,092 0 0 | .. | 4,092 0 0 | .. | .. | 62 0 0 | 59 0 0 |
| Total .. | .. | .. | .. | 2,161 3 0 | 17,234 10 11 | 17,056 10 11 | 178 0 0 | 17,244 10 11 | .. | .. | .. | .. |

*Statistical Return of Government Town Schools of the lower class for the year ending 31st March 1874.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 10a | 10b | 11 | 12 | 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Number of pupils on the rolls at the end of the year. | | | | | | Number of pupils studying in each language at the close of the year. | | | | Receipts during the year. | |
| Name of Institution | Locality. | When established. | Burmese. | Karens. | Others. | Total. | Average number of Pupils attending daily. | Average number of Pupils on the rolls monthly. | English. | Burmese. | Karen. | Monthly rate or rates of fee. | From Government. | Proceeds of endowment. |
| | | | | | | | | | | | | | Rs. A. P. | Rs. A. P. |
| Government Town School.. .. | Pegu .. | 1873 | 24 | .. | 3 | 27 | 20 | 30 | 21 | 6 | .. | As. 8 | .. | .. |
| Ditto ditto .. .. | Yandoon .. | 1873 | 11 | .. | .. | 11 | 14 | 18 | .. | 11 | .. | As. 8 | .. | .. |
| Ditto ditto .. .. | Henzada .. | 1873 | 44 | .. | 1 | 45 | 19 | 31 | .. | 45 | .. | A. 6 & 3 | † 4,774 5 10 | .. |
| Ditto ditto .. .. | Myanoung .. | 1873 | 11 | .. | 6 | 17 | 8 | 11 | 8 | 9 | .. | R. 1 & A. 8 | .. | .. |
| Ditto ditto .. .. | Yaygheen .. | 1874 | 20 | .. | 2 | 22 | 12 | 22 | 11 | 11 | .. | As. 8 | † 4,270 7 6 | .. |
| Ditto ditto .. .. | Shwe-doung .. | 1873 | 30 | .. | 3 | 33 | 15 | 21 | 33 | 33 | .. | As. 8 | 541 7 9 | .. |
| Ditto ditto .. .. | Poungday .. | 1873 | 38 | .. | .. | 38 | 11 | 13 | 26 | 12 | .. | As. 8 | 427 0 0 | .. |
| Ditto ditto .. .. | Ngathaingyoung | 1873 | 10 | .. | 16 | 26 | 9 | 13 | 18 | 8 | .. | R. 8 & A. 4 | 397 0 0 | .. |
| Ditto ditto .. .. | Moungdoo .. | 1873 | .. | .. | 20 | 20 | 17 | 19 | .. | 20 | .. | As. 4 | 165 4 11 | .. |
| Ditto ditto .. .. | Thatone .. | .. | 13 | .. | 7 | 20 | 26 | 70 | .. | 20 | .. | R. 8 & A. 4 | 374 2 0 | .. |
| Ditto ditto .. .. | Pantanaw .. | 1873 | 8 | .. | 2 | 10 | 8 | 12 | .. | 10 | .. | As. 8 | 279 0 0 | .. |
| Ditto ditto .. .. | Thayet* .. | 1873 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| | | | | | | | | | | | | | | .. |
| Total .. | .. | .. | 209 | .. | 60 | 269 | 159 | 260 | 117 | 185 | .. | .. | 11,229 3 11 | |

* No returns. | † Including building and furniture.

*Statistical Return of the lower class Government Town Schools for the year ending 31st March 1874.*—(Continued.)

| 1 | 2 | 3 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Receipts during the year. | | | Charges incurred during the year. | | | | | Annual cost of educating each pupil. | |
| Name of Institution. | Locality. | When established. | Subscriptions and donations, &c. | Fees and fines, &c. | Total. | Current. | Extraordinary. | Total. | Excess of receipts over charges. | Excess of charges over receipts. | Total cost. | Cost to Government. |
| | | | | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | R. A. P. | | Rs. A. P. | Rs. A. P. |
| Government Town Schools .. .. | Pegu .. | 1873 | .. | 51 14 0 | 51 14 0 | .. | .. | .. | .. | .. | 0 10 11 | 0 10 0 |
| Ditto ditto .. .. | Yandoon .. | 1873 | .. | 79 4 0 | 79 4 0 | .. | .. | .. | .. | .. | .. | .. |
| Ditto ditto .. .. | Henzada .. | 1873 | .. | 120 10 0 | 4,894 15 0 | 120 10 0 | 4,774 5 10 | 4,894 15 10 | .. | .. | 157 13 11 | 154 0 0 |
| Ditto ditto .. .. | Myanoung .. | 1873 | .. | 95 7 0 | .. | .. | .. | .. | .. | .. | .. | .. |
| Ditto ditto .. .. | Yaygheen .. | 1874 | .. | 17 12 0 | 4,288 3 6 | 17 12 0 | 4,270 7 6 | 4,288 3 6 | .. | .. | 194 1 5 | 194 1 5 |
| Ditto ditto .. .. | Shwe-doung .. | 1873 | .. | 116 0 0 | 657 7 9 | .. | .. | 657 7 9 | .. | .. | 31 4 6 | 25 12 2 |
| Ditto ditto .. .. | Poungday .. | 1873 | .. | 72 12 0 | 499 12 6 | .. | .. | 499 11 0 | .. | .. | 37 14 8 | 36 7 11 |
| Ditto ditto .. .. | Ngathaingyoung | 1873 | .. | 50 13 5 | 448 5 5 | 397 0 0 | 48 0 0 | 445 8 0 | 2 13 5 | .. | 32 7 9 | 28 15 9 |
| Ditto ditto .. .. | Moungdoo .. | 1873 | .. | 75 2 0 | 240 3 11 | 240 3 11 | .. | 240 3 11 | .. | .. | 12 10 3 | 12 10 3 |
| Ditto ditto .. .. | Thatone .. | .. | .. | 110 6 0 | 484 8 0 | 481 6 0 | 3 2 0 | 484 8 0 | .. | .. | 5 6 0 | 4 2 6 |
| Ditto ditto .. .. | Pantanaw .. | 1873 | .. | 91 5 8 | 360 0 0 | 360 0 0 | .. | 360 0 0 | .. | .. | 30 0 0 | 30 0 0 |
| Ditto ditto .. .. | Thayet .. | 1873 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Total .. | .. | .. | .. | 781 0 1 | 11,630 7 7 | 1,506 9 11 | 9,095 15 4 | 11,760 5 0 | 2 13 5 | .. | .. | .. |

*Statistical Return of the Rangoon Training School for the year ending 31st March 1874.*

| Name of Institution. | Locality. | When established. | No. of Pupils on the Rolls at the end of the year 1873-74. | | | | Average daily attendance. | Average No. of Pupils on the rolls monthly. | No. of Pupils studying in each language at the close of the year 1873-74. | | | Monthly rate of schooling fee. | Receipts. | | | | | | | | Charges. | | | | | Annual cost of educating each pupils. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Burmese. | Karens. | Others. | Total. | | | English. | Burmese. | Karens | | From Government. | Proceeds of endowment. | Local rate of assessment. | Subscriptions, donations. | Fines, fees, &c. | Sale of books. | Other sources. | Total. | Current. | Extraordinary. | Total. | Excess of receipts over charges. | Excess of charges over receipts. | Total cost. | Cost to Government. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| Training School | Rangoon. | 1871. | 26 | 3 | .. | 29 | 35 | 33 | .. | 29 | 1 | .. | Rs. 10,826 | .. | .. | .. | Rs. 150 | .. | .. | Rs. 10,976 | Rs. 9,588 | Rs. 1,388. | Rs. 10,976 | .. | .. | Rs. 288-13-5 | Rs. 284-10-5 |

*Statistical Return of (Government) Girls' Vernacular School for the year ending 31st March 1874.*

| Name of Institution. | Locality | When established. | No. of Pupils on the Rolls at the end of the year 1873-74. | | | | Average daily attendance. | Average No. of Pupils on the rolls monthly. | No. of Pupils studying in each language at the close of the year 1873-74. | | | Monthly rate of schooling fee. | Receipts. | | | | | | | | Charges. | | | | | Annual cost of educating each pupil. | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Burmese. | Karens. | Others. | Total. | | | English. | Burmese. | Karens. | | From Government. | Proceeds of endowment. | Local rate of assessment. | Subscriptions, donations. | Fines, fees, &c. | Sale of books. | Other sources. | Total. | Current. | Extraordinary. | Total. | Excess of receipts over charges. | Excess of charges over receipts. | Total cost. | Cost to Government. | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| Girls' Vernacular School | Rangoon Canal Street. | 1873 | 98 | .. | 9 | 107 | 71 | 72 | .. | 107 | .. | Annas 8. | Rs. 2,732-9-11 | .. | .. | Rs. 321 | Rs. 379 | .. | .. | Rs. 3,432-9-11 | Rs. 1,403 | Rs. 1,329-0-11 | Rs. 2,732-9-11 | Rs. 700 | .. | Rs. 37-15 | Rs. 37-15-0 | |

*Statistical Return of Aided Schools of the Higher Class for the year ending 31st March 1874.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 10a | 10b | 11 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Number of Pupils on the rolls at the end of the year. | | | | | | Number of Pupils studying in each language at the close of the year. | | | |
| Name of Institution. | Locality. | When established. | Burmese. | Karens. | Others. | Total. | Average number of Pupils attending daily. | Average number of Pupils on the rolls monthly. | English. | Burmese. | Karen. | Monthly rate or rates of fee. |
| Diocesan School .. .. .. .. | Rangoon .. .. | 1864 | 16 | 61 | 4 | 81 | 90 | 94 | 81 | 10 | .. | As. 6 & 8 |
| Town School .. .. .. .. | Moulmein .. .. | 1864 | .. | .. | 82 | 82 | 100 | 119 | 82 | 9 | .. | Rs. 6, 4, & 3 |
| St. John's College, S. P. G. .. .. .. | Rangoon .. .. | 1864 | 111 | 2 | 82 | 195 | 182 | 243 | 195 | 195 | .. | Rs. 2, 1-8 & Re. 1 |
| Total .. | .. | .. | 127 | 63 | 168 | 358 | 372 | 456 | 358 | 214 | .. | .. |

*tistical Return of Aided Schools of the Higher Class for the year ending 31st March 1874.*—(Continued.)

| 1 | 2 | 3 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | RECEIPTS DURING THE YEAR. | | | | | CHARGES INCURRED DURING THE YEAR. | | | | | ANNUAL COST OF EDUCATING EACH PUPIL | |
| NAME OF INSTITUTION. | Locality. | When established. | From Government. | Proceeds of endowment. | Subscriptions and donations, &c. | Fees, fines, &c. | Total. | Current. | Extraordinary. | Total. | Excess of receipts over charges. | Excess of charges over receipts. | Total cost. | Cost to Government. |
| | | | Rs. | Rs. | Rs. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. |
| Diocesan School .. | Rangoon .. | 1864 | 3,000 | .. | .. | 5,023 13 3 | 8,023 13 3 | 7,766 6 5 | 345 9 2 | 8,111 15 7 | .. | 88 2 4 | 85 5 7 | 31 14 7 |
| Town School .. .. | Moulmein .. | 1864 | 3,000 | .. | .. | 8,310 3 6 | 11,310 11 6 | 8,781 10 4 | 1,908 6 6 | 10,700 3 10 | 610 10 8 | .. | 89 13 10 | 25 3 4 |
| Saint John's College, S. P. G. .. | Rangoon .. | 1864 | 3,000 | .. | .. | 7,209 2 11 | 10,209 2 11 | 9,734 6 9 | 190 0 0 | 9,924 6 9 | 284 12 2 | .. | 40 13 5 | 12 5 8 |
| TOTAL .. | .. | .. | 9,000 | .. | .. | 20,543 3 8 | 29,543 11 8 | 26,282 2 6 | 2,443 15 8 | 28,736 9 2 | 893 6 10 | 88 2 4 | .. | .. |

## *Statistical Return of Aided Schools of the Middle Class for the year ending 31st March 1874.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 10a | 10b | 10c | 11 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Number of Pupils on the Rolls at the end of the year. | | | | | | Number of Pupils studying in each language at the close of the year. | | | | |
| Name of Institution. | Locality. | When established. | Burmese. | Karens. | Others. | Total. | Average number of Pupils attending daily. | Average number of Pupils on the rolls monthly. | English. | Burmese. | Karen. | Latin. | Monthly rate or rates of fee. |
| St. Paul's School .. | Rangoon .. | 1860 | 74 | .. | 235 | 309 | 280 | 290 | 309 | .. | .. | .. | Rs. 2 |
| St. Patrick's School .. | Moulmein | 1842 | 40 | .. | 115 | 155 | 140 | 155 | 120 | .. | .. | .. | Re. 1 to Rs. 3 |
| Moungan Anglo-Vernacular School .. | Ditto .. | 1871 | 114 | .. | 36* | 150 | 112 | 138 | 150 | 150 | ... | .. | Re. 1 |
| Anglo-Vernacular School | Rangoon .. | 1868 | 120 | .. | 25 | 145 | 125 | 135 | 145 | 140 | .. | .. | Re. 1 to Rs. 2 |
| Roman Catholic School .. | Toungoo .. | 1866 | 20 | 15 | 42 | 77 | 58 | 77 | 67 | 70 | .. | .. | Re. 1 |
| St. Peter's Vernacular School .. | Bassein | 1861 | 2 | 26 | .. | 28 | 28 | 28 | 20 | .. | .. | 18 | Rs. 2 |
| Ditto English School | | | 31 | .. | 32 | 63 | 50 | 56 | 63 | .. | .. | .. | |
| S. P. G. School .. | Henzada .. | 1867 | 47 | .. | 9 | 56 | 54 | 67 | 56 | 56 | .. | .. | Rs. 2, 1-8, & Re. 1 |
| Town School .. | Tavoy .. | 1868 | 16 | .. | 26* | 42 | 34 | 39 | 42 | 40 | .. | .. | As. 4, 8, 12, Re. 1 |
| Ditto .. | Ramree .. | 1867 | 54 | .. | 9 | 63 | 54 | 61 | 41 | 22 | .. | .. | As. 3 to As. 4. |
| Total .. | .. | .. | 518 | 41 | 529 | 1,088 | 935 | 1,046 | 1,013 | 478 | .. | 18 | .. |

* Chinese 21, Mussalmans 15—total 36

*Statistical Return of Aided Schools of the Middle Class for the year ending* 1874.—(Continued.)

| 1 | 2 | 3 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Receipts during the year. | | | | | Charges incurred during the year. | | | | | Annual cost of educating each pupil. | |
| Name of Institution. | Locality. | When established. | From Government. | Proceeds of endowment. | Subscriptions and donations, &c | Fees, fines, &c. | Total. | Current | Extraordinary. | Total. | Excess of receipts over charges. | Excess of charges over receipts. | Total cost. | Cost to Govt. |
| | | | Rs. | | Rs. | Rs. A. P. | Rs. A. P. | Rs. A. P | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. |
| St Paul's School .. | Rangoon. | 1860 | 2,000 | .. | 200 | 4,700 0 0 | 6,900 0 0 | 6,500 0 0 | 500 0 0 | 7,000 0 0 | .. | 100 0 0 | 22 0 0 | 6 7 0 |
| St Patrick's School .. | Moulmein | 1842 | 1,500 | .. | .. | 2,351 0 0 | 3,851 0 0 | 3,600 0 0 | 186 0 0 | 3,786 0 0 | 65 0 0 | .. | 24 6 2 | 9 10 2 |
| Moungan Anglo-Vernacular School .. | Ditto .. | 1871 | 1,200 | . | 141 | 1,340 0 0 | 2,681 0 0 | 2,240 8 5 | 362 11 0 | 2,603 3 5 | 77 12 7 | .. | 19 6 10 | 8 11 1½ |
| Anglo-Vernacular School | Rangoon .. | 1868 | 1,080 | .. | 197 | 1,358 0 0 | 2,635 0 0 | 2,400 0 0 | 235 0 0 | 2,635 0 0 | .. | .. | 19 8 3 | 8 0 0 |
| Roman Catholic School .. | Toungoo .. | 1866 | 1,000 | .. | 1,106 | 414 0 0 | 2,520 0 0 | 2,520 0 0 | .. | 2,520 0 0 | .. | .. | 32 11 7 | 12 15 9 |
| St. Peter's Vernacular school / Ditto English School | Bassein .. | 1861 | 1,000 | .. | .. | 5,172 0 0 | 6,172 0 0 | 6,172 0 0 | .. | 6,172 0 0 | .. | .. | 73 7 0 | 11 14 3 |
| S. P. G. School . | Henzada .. | 1867 | 960 | .. | 182 | 855 12 0 | 1,997 12 0 | 2,126 0 0 | 63 8 0 | 2,189 8 0 | .. | 191 12 0 | 32 10 9 | 14 5 3 |
| Town School . | Tavoy .. | 1868 | 240 | .. | .. | 280 1 0 | 520 1 0 | 509 0 0 | .. | 509 0 0 | 11 1 0 | .. | 13 0 9 | 6 2 5 |
| Ditto .. | Ramree .. | 1867 | 240 | .. | .. | 720 0 0 | 960 0 0 | 960 0 0 | .. | 960 0 0 | .. | .. | 15 4 0 | 4 0 0 |
| Total .. | .. | .. | 9,220 | .. | 1,826 | 17,190 13 0 | 28,236 13 0 | 26,067 8 5 | 1,347 3 0 | 28,374 11 5 | 153 13 7 | 291 12 0 | .. | .. |

*Statistical Return of Aided Female Schools for the year ending 31st March 1874.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 10A | 10B | 11 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Name of Institution. | Locality. | When established. | Number of Pupils on the rolls at the end of the year. | | | | Average number of Pupils attending daily. | Average number of Pupils on the rolls monthly. | Number of Pupils studying in each language at the close of the year. | | | Monthly rate or rates of fee. |
| | | | Burmese. | Karens. | Others. | Total. | | | English. | Burmese. | Karens. | |
| S. P. G. Girls' School .. .. .. .. | Rangoon. | 1866 | 39 | .. | 34 | 73 | 51 | 67 | 34 | 40 | .. | Re. 1 and 1-8 |
| Ancillary Burmese Girls' Schools * .. .. | Moulmein. | 1873 | 79 | .. | .. | 79 | 73 | 84 | .. | 79 | .. | Annas 4. |
| Morton Lane Girls' School .. .. .. | Do. | 1867 | 106 | .. | .. | 106 | 94 | 102 | 28 | 106 | .. | Re. 1. |
| Church of England Orphanage .. .. .. | Do. | 1837 | .. | .. | 25 | 25 | 25 | 25 | 25 | .. | .. | .. |
| St. John's School .. .. .. .. | Rangoon. | 1862 | 40 | 23 | 144 | 207 | 175 | 180 | 157 | 50 | .. | Rs. 5 to Rs. 2. |
| St. Joseph's School .. .. .. .. | Moulmein. | 1847 | 7 | .. | 105 | 112 | 108 | 112 | 112 | .. | .. | Rs. 3 to Rs. 6. |
| Girls' School .. .. .. .. | Prome. | 1871 | 30 | .. | 8 | 38 | 26 | 47 | 8 | 30 | .. | .. |
| Puzoondoung Girls' School .. .. .. | Rangoon. | 1872 | 31 | .. | .. | 31 | 19 | 30 | .. | 31 | .. | .. |
| Total .. | .. | .. | 332 | 22 | 316 | 671 | 571 | 648 | 364 | 336 | .. | |

* The statistics for 7 Ancillary Schools have been summarized in one return.

*Statistical Return of Aided Female Schools.*—(Continued.)

| 1 | 2 | 3 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Receipts during the year. | | | | Charges incurred during the year. | | | | | Annual cost of educating each pupil. | |
| Name of Institution. | Locality. | When established. | From Government. | Subscriptions and donations, &c. | Fees and fines, &c. | Total. | Current. | Extraordinary. | Total. | Excess of receipts over charges. | Excess of charges over receipts. | Total cost. | Cost to Government. |
| | | | Rs. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. |
| S. P. G. Girls' School .. | Rangoon. | 1866 | 500 | 423 0 0 | 8,195 1 10 | 4,118 1 10 | 3,450 5 2 | 680 0 0 | 4,130 5 2 | .. | 12 3 4 | 80 0 0 | 9 0 0 |
| Ancillary Burmese Girls' School* | Moulmein. | 1873 | 1,200 | 250 0 0 | 168 0 0 | 1,618 0 0 | 1,521 0 0 | 97 0 0 | 1,618 0 0 | .. | .. | 19 2 1 | 14 3 8 |
| Morton Lane Girls' School .. | Do. | 1867 | 1,200 | 3,326 8 10 | 283 10 0 | 4,810 2 10 | 469 2 11 | .. | 4,692 1 1 | 118 1 9 | .. | 68 12 0 | 18 0 0 |
| Church of England Orphanage .. | Do. | 1837 | 300 | 1,765 8 0 | .. | 2,065 8 0 | 2,051 13 0 | 871 15 0 | 2,923 12 0 | .. | 858 11 0 | 117 0 0 | 12 0 0 |
| St. John's School .. .. | Rangoon. | 1862 | 1,500 | 1,200 0 0 | 4,860 0 0 | 7,560 0 0 | 7,070 0 0 | 360 0 0 | 7,439 0 0 | 130 0 0 | .. | 34 8 0 | 6 14 0 |
| St. Joseph's School .. .. | Moulmein. | 1847 | 1,500 | .. | 4,249 0 0 | 5,749 0 0 | 5,400 0 0 | 329 0 0 | 6,729 0 0 | 20 0 0 | .. | 51 2 3 | 13 6 3 |
| Girls' School .. . .. | Prome. | 1871 | 360 | 1,249 0 0 | 277 6 9 | 1,886 6 9 | 1,884 0 0 | .. | 1,884 0 0 | 2 6 9 | .. | 40 0 0 | 7 0 0 |
| Pusoondoung Girls' School .. | Rangoon. | 1872 | .. | 583 0 9 | 25 0 0 | 608 0 9 | 601 0 0 | .. | 601 0 0 | 7 0 9 | 31 0 0 | .. | .. |
| Total .. | .. | .. | 6,560 | 8,797 1 7 | 10,058 2 7 | 28,415 4 2 | 26,673 3 3 | 2,337 13 0 | 29,017 2 3 | 277 9 3 | 870 14 4 | .. | .. |

* The statistics for 7 Ancillary Schools have been summarized in one return.

*Statistical Return of Aided Normal Schools for the year ending 31st March 1874.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 10a | 10b | 11 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Number of Pupils on the rolls at the end of the year. | | | | | | Number of Pupils studying in each language at the close of the year. | | | |
| Name of Institution. | Locality. | When established. | Burmese. | Karens. | Others. | Total. | Average number of Pupils attending daily. | Average number of Pupils on the rolls monthly. | English. | Burmese. | Karen. | Monthly rate or rates of fee. |
| Karen Normal School .. | Moulmein .. | 1843 | .. | 23 | .. | 23 | 36 | 40 | 15 | 23 | 23 | .. |
| Ditto ditto .. | Henzada . | 1856 | .. | 60 | .. | 60 | 76 | 71 | 50 | 16 | 60 | .. |
| Sgaw Karen Normal School .. | Bassein .. | 1861 | 1 | 125 | .. | 126 | 87 | 109 | 83 | 6 | 18 | .. |
| Pwo ditto ditto .. | Ditto .. | 1868 | .. | 53 | .. | 53 | 56 | 76 | 8 | 9 | 53 | .. |
| Total .. | .. | . | 1 | 261 | .. | 262 | 251 | 287 | 156 | 54 | 154 | .. |

*Statistical Return of Aided Normal Schools.*—(Continued.)

| 1 | 2 | 3 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Receipts during the year. | | | | | Charges incurred during the year. | | | | | Annual cost of educating each pupil. | |
| Name of Institution | Locality | When established. | From Government | Proceeds of endowment. | Subscriptions and donations, &c | Fees, fines, &c. | Total | Current | Extraordinary | Total | Excess of receipts over charges. | Excess of charges over receipts | Total cost. | Cost to Government. |
| | | | Rs. A. P | Rs | Rs. A P | Rs A. P | Rs A. P | Rs A. P | Rs. A P | Rs. A. P | Rs A.P | Rs A P | Rs. A. P | Rs A P |
| Karen Normal School | Moulmein. | 1843 | 450 0 0 | | 259 14 9 | | 709 14 9 | 691 1 9 | 22 8 0 | 713 9 9 | .. | 3 11 0 | 17 13 11 | 11 4 0 |
| Karen Normal School | Henzada | 1856 | 1,000 0 0 | . | 3,577 12 9 | 71 0 0 | 4,649 8 6 | 2,405 7 3 | 2,236 12 3 | 4,642 3 6 | 0 7 5 | .. | 65 6 8 | 14 1 4 |
| Sgaw Karen Normal School | Bassein | 1861 | 2,000 0 0 | .. | 4,167 15 0 | 746 1 8 | 6,913 11 1 | 6,913 11 1 | .. | 6,913 11 1 | .. | .. | 69 2 2 | 20 0 0 |
| Pwo ditto . | Ditto | 1868 | 1,000 0 0 | . | 2,610 15 0 | 32 11 6 | 3,646 10 6 | 3,641 1 3 | . | 3,641 1 3 | .. | | 47 14 8 | 13 2 6 |
| Total | .. | .. | 4,450 0 0 | .. | 10,616 10 6 | 849 13 2 | 15,917 12 10 | 12,652 5 4 | 2,259 4 3 | 15,911 5 4 | 0 7 5 | 3 11 0 | .. | .. |

# REPORT

ON

# PUBLIC INSTRUCTION, BRITISH BURMA,

FOR THE YEAR 1873-74, UP TO 20TH FEBRUARY.

RANGOON : PRINTED AT THE WHITTAM PRESS. 1874.

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| | | | | | |
|---|---|---|---|---|---|
| Page | 9, para 13, | | | line | 4, *for* examined in the Yea, Beeloogyoon and Houndraw townships *read* examined in the Zeah, Beeloogyoon, and Houndraw townships |
| ,, | 16, | ,, | 19, | ,, | 10, *for* to err the side *read* to err on the side |
| ,, | 17, | ,, | 21, | ,, | 16, *for* at a much earlier age *read* at a much later age. |
| ,, | 17, | ,, | 22, | ,, | 1, *for* the standard of examination *read* the standards of examination |
| ,, | 20, | ,, | 24, (*a*) | ,, | 1, *for* Tembongyee *read* Thinboongyee |
| ,, | 21, | ,, | 25, | ,, | 17, *for* what was said upon it *read* what was laid upon it |
| ,, | 24, | ,, | 28, (*b*) | ,, | 17, *for* a larger number of easy problems *read* a large number of easy problems |
| ,, | 26, | ,, | 29, | ,, | 4, *for* rewarding teachers also *read* rewarding teachers also |
| ,, | 26, | ,, | 29, | ,, | 17, *for* under the stimulas *read* under the stimulus |
| ,, | 26, | ,, | 30, | ,, | 13, *for* candidate or canditates *read* candidate or candidates |
| ,, | 27, | ,, | 30, | ,, | 26, *for* buffallo fights *read* buffalo fights |
| ,, | 27, | ,, | 31, | ,, | 2, *for* merit on the Indigenous schools *read* merit are the Indigenous schools |
| ,, | 29, | ,, | 33, (10) | ,, | 10, *for* in the English method *read* on the English method |
| ,, | 29, | ,, | 34, | ,, | 12, *for* to a certain extent were placed *read* to a certain extent placed themselves |
| ,, | 30, | ,, | 34, | ,, | 26, *for* mispent *read* mis-spent |
| ,, | 31, | ,, | 36, | ,, | 1, *for* laymens' schools *read* laymen's schools |
| ,, | 31, | ,, | 36, (iv) | ,, | 2, *for* this a well established *read* this is a well established |
| ,, | 33, | ,, | 37, (*c*) | ,, | 1, *for* junior canditates *read* junior candidates |
| ,, | 35, | ,, | 40, (*b*) | ,, | 1, *for* the Pali text usually taught *read* the Pali texts usually taught |
| ,, | 35, | ,, | 40, (*c*) | ,, | 1, *for* dictation about 30 lines *read* dictation;—about 30 lines |
| ,, | 35, | ,, | 41, (*b*) | ,, | 7, *for* its stye and method *read* its style and method |
| ,, | 36, | ,, | 42, | ,, | 8, *for* to a distance to purchase *read* to a distance, to purchase |
| ,, | 37, | ,, | 43, (*c*) | ,, | 2, *for* compond rules *read* compound rules |
| ,, | 38, | ,, | 44, | ,, | 37, *for* deponded *read* dependent |
| ,, | 45, | ,, | 64, | ,, | 2, *for* will be same *read* will be the same |
| ,, | 45, | ,, | 63, | ,, | 3, *for* Ganthaine-gyoung *read* Gnathaine-gyoung |
| ,, | 47, | ,, | 66, (iv) | ,, | 3, *for* in these text *read* in these texts |
| ,, | 47, | ,, | 66, (iii) | ,, | 2, *for* on English figures *read* in English figures |
| ,, | 48, | ,, | 67, | ,, | 18, *for* the numbers of which *read* the members of which |
| ,, | 49, | ,, | 69, | ,, | 14, *for* Mr. Brown *read* Colonel Browne |
| ,, | 49, | ,, | 70, | ,, | 1, *for* fact no Government *read* fact that no Government |
| ,, | 51, | ,, | 72, (*b*) | ,, | 5, *for* Sir Arthur Phayre, has kindly *read* Sir Arthur Phayre has kindly |
| ,, | 53, | ,, | 77, | ,, | 3, *for* Indigenous schools the following *read* Indigenous schools, the following |
| ,, | 54, | ,, | 79, | ,, | 8, *for* aided among the last *read* aided. Among the last |
| ,, | 56, | ,, | 84, (*a*) | ,, | 6, *for* undertaken with the assistance *read* undertaken, with the assistance |
| ,, | 56, | ,, | 84, (*c*) | ,, | 5, *for* prepartion *read* preparation |
| ,, | 57, | ,, | 84, | ,, | 22, *for* has been sent to me *read* have been sent to me |
| ,, | 57, | ,, | 84, (*e*) | ,, | 10, *for* number, cases or tense *read* number, case or tense |

| | | | | | |
|---|---|---|---|---|---|
| Page | 57, | para 84, (*e*) | line | 13, | *for* litttle, *read* little |
| ,, | 59, | ,, 87, | ,, | 7, | *for* afterwards they can study *read* afterwards the pupils can study |
| ,, | 59, | ,, 88, | ,, | 9, | *for* books on the General Geography *read* books on General Geography |
| ,, | 59, | ,, 88, | ,, | 14, | *for* Reverend J. R. Haswell *read* the Reverend J. R. Haswell |
| ,, | 70, | ,, 100, | ,, | 5-2, | *for* It is one of the best kind *read* It is one of the best of its kind |
| ,, | 78, | ,, 113, | ,, | 9, | *for* The provincial examination *read* The provincial examinations |
| ,, | 79, | ,, 116, | ,, | 13, | *for* a twelve month *read* a twelve-month |
| ,, | 82, | ,, 123, | ,, | 6, | *for* at the option of either party *read* with the consent of both parties |
| ,, | 83, | ,, 124, (*c*) | ,, | 2, | *for* Primary and Middle department *read* Primary and Middle departments |
| ,, | 84, | ,, 124, ,, | ,, | 4-15, | *for* experince *read* experience |
| ,, | 84, | ,, 125, (*b*) | ,, | 1, | *for* Kacchayanos' Grammar *read* Kacchayano's Grammar |
| ,, | 86, | ,, 127, | ,, | 4-10, | *for* will desire *read* will derive |
| ,, | 86, | ,, 127, | ,, | 5-8, | *for* story *read* storey |
| ,, | 86, | ,, 128, | ,, | 4, | *for* for entrance course *read* for the entrance course |
| ,, | 88, | ,, 130, | ,, | 2-8, | *for* answers not above moderate *read* answers was not above moderate |
| ,, | 88, | ,, 130, | ,, | ,, 9, | *for* not good, Collier's History *read* not good; Collier's History |

# REPORT

ON

# PUBLIC INSTRUCTION, BRITISH BURMA,

## FOR THE YEAR 1873-74,

### UP TO 20TH FEBRUARY.

---

From

JOHN C. NESFIELD, ESQUIRE,
*Officiating Director of Public Instruction,*
*British Burma.*

To

LIEUT.-COLONEL H. T. DUNCAN,
*Officiating Secretary to the Chief Commissioner,*
*British Burma.*

Rangoon, 20th February 1874.

SIR,

Period over which the report extends.

IN prospect of my early departure from this Province in order to take up other educational duties outside of British Burma, I have the honor to submit a report upon the work done in this department since the commencement of the present official year up to the 20th February 1874. An index of the contents is herewith attached for facility of reference.

Total number of schools connected with the department up to the present time.

2. The total number of schools of every description which have been under the supervision of the department since the commencement of the official year up to the present time, is 652, educating about 18,419 pupils. This shows a very large increase upon the results recorded in previous years. Of the schools added to this department since 1st April 1873, nineteen are entirely new ones. The rest are old schools brought for the first time into connection with the Government, and of these by far the greater number are monastery schools, which since the commencement of the present year have voluntarily consented to prepare pupils for the Government primary standards, and to undergo periodical examinations.

Classification of schools connected with the department.

3. The following table shows the number of schools of each class connected with the department during the present year up to date, together with the approximate number of scholars attending:—

*(i) Indigenous schools Aided by Reward.*

| | | | | |
|---|---|---|---|---|
| Monastery schools | ... | 521 | Pupils attending | 13,163 |
| Laymen's schools | ... | 65 | Pupils attending | 1,481 |

*(ii) Indigenous schools Aided by Salaried Teachers.*

| | | | | |
|---|---|---|---|---|
| Monastery schools | ... | 1 | Pupils attending | 30 |
| Laymen's schools | ... | 12 | Pupils attending | 490 |

*(iii) Town schools supported by Government.*

| | | | | |
|---|---|---|---|---|
| Vernacular ... | ... | 5 | Pupils attending | 123 |
| Anglo-vernacular | ... | 7 | Pupils attending | 132 |

*(iv) Middle schools.*

| | | | | |
|---|---|---|---|---|
| Government ... | ... | 4 | Pupils attending | 250 |
| Aided ... | ... | 14 | Pupils attending | 1,292 |

*(v) Middle schools aiming at a High standard.*

| | | | | |
|---|---|---|---|---|
| Government ... | ... | 2 | Pupils attending | 319 |
| Aided ... | ... | 3 | Pupils attending | 321 |

*(vi) Female schools.*

| | | | | |
|---|---|---|---|---|
| Burmese ... | ... | 12 | Pupils attending | 429 |
| English ... | ... | 5 | Pupils attending | 353 |

*(vii) Training school.*

| | | | | |
|---|---|---|---|---|
| Government ... | ... | 1 | Pupils attending | 34 |
| | Total..... | 652 | Total..... | 18,419 |

Details as to increase of schools.

4. The increase in the number of female schools is 9, of which seven are entirely new ones, having been opened since the commencement of the year. The town schools also are all entirely new. The indigenous schools aided by salaried teachers are old schools placed for the first time on a new footing. The figures relating to the other class of indigenous schools, namely those aided or encouraged by reward, do not exemplify the results obtained up to date, but only so far as to 31st December 1873,

Thus by the end of the official year, the results of three more months will have to be recorded, and the number of schools to be included in the list will have increased in proportion.

Directorship of Public Instruction for the last 21 months.

5. I was appointed to officiate as Director of Public Instruction in this Province near the end of May 1872. Thus my service in this capacity has extended altogether over a period of 21 months; of which 10 belonged to the official year 1872-73, and 11 to the present year. The Administration Report for 1872-73 showed many new plans, but few actual results. This is the first year in which I have been able to record some of the results produced by plans initiated during my incumbency. Many of these plans are, however, of very recent introduction, and consequently the results, whatever they may be, will appear in future reports. The plans relating to the higher education will necessarily require more time for development than any other; and these have scarcely yet been commenced.

Inspection tours by the Officiating Director.

6. The programme of inspection tours to be taken during the present year was so laid out, that every district in this Province might be visited within the year, and if possible every school in each district, (not counting indigenous schools, which could only be visited casually as they came in the way). The Arakan division, containing 5 schools not indigenous, was reserved for the last two or three months of the year; but this part of the programme could not be carried out, owing to my anticipated departure from the province at about that very time. Every district in the other two divisions has been visited this year; 10 districts in all. Of the Government schools at head-quarters of districts all but two, namely those in the Arakan division have been inspected, and several more than once. Of the Aided schools, male, female and mixed, all but four have been inspected; of these two were not in session at the time of my visit, and the two remaining are in the Arakan division. Of the Town schools supported by Government all but four have been inspected, namely one in the Amherst district, two in the Bassein district, and one in the Akyab district. Of the Indigenous schools aided by salaried teachers all but four have been inspected, namely, two in the Akyab district, one in the Tavoy district, and one in the Bassein district. I have also visited and examined nine unaided schools in different parts of Burma; some of which will probably receive

grants-in-aid in the next official year. I have also visited several monastery schools, but I kept no exact record of the number.

Inspectorship of schools sanctioned but not filled up. Help received from District Committees.

7. An Inspector of Schools in the third grade of the educational service was sanctioned about 5 months ago, and the appointment was conferred on myself. But as I was still acting in the Directorship, and as the substantive Director was shortly expected to return, no one was appointed to officiate as Inspector during the interval. I have received considerable help at times both from Deputy and from Assistant Commissioners, whenever I have had occasion to ask for their assistance. The Deputy Commissioners are *Ex-officio* Presidents of District Committees of Public Instruction; and Assistant Commissioners are often Secretaries of Local Sub-committees.

Plan of the Report.

8. In the remaining paragraphs of this report I shall notice the different schools connected with the department, in the order in which they are mentioned in paragraph 3; beginning with the primary indigenous schools, which are the basis of all the rest. In connection with each class of school, as noticed in its turn, I shall describe the controlling agency, the prescribed standards of instruction, the text-books used or now being prepared, the scholarships attached, and any other particulars that may require mention, so as to present in one view a detailed picture of the entire policy pursued by the department toward each class of school in succession.

## Primary Schools.

Three separate agencies for Primary education.

9. There are three separate agencies through which the work of primary education is now being carried forward in this Province under the supervision of the Education department. These are (i) the Indigenous schools aided or encouraged by rewards, (ii) selected Indigenous schools aided by salaried teachers, (iii) Town schools, Vernacular or Anglo-vernacular, established and supported by Government, some of which may hereafter assume the rank of Middle schools.

Controlling agency for Primary schools.

10. Deputy Inspectors of schools have been appointed for 6 different districts, namely Rangoon, Amherst, Akyab, Henzada, Prome and Thayet: one for each district, with the exception of the

two last mentioned, which have been amalgamated and placed under a single officer. Towards those of the Indigenous schools which receive no direct aid from the State, but are merely examined and rewarded according to certain standards, (and not even this without their own consent), the above-named officers act as examiners only; that is, they do not assume any authority over the schools which receive them, beyond what the teachers themselves voluntarily confer. But those Indigenous schools which have received direct Government aid in the form of salaried teachers appointed by Government, are placed under inspection; so too the Town schools supported by Government. The controlling officers appointed to watch the interests of primary education in their respective districts are therefore rightly termed Deputy Inspectors.

(*a.*) *Indigenous schools Aided or encouraged by Reward.*

The scheme of examination and reward.

11. The details of the scheme of examination and reward were published in appendix E of the last Administration Report. The scheme applies equally to Laymen's schools and to Monastery schools, for there is no radical difference between the methods and system practised in the one as compared with those practised in the other. Arrangements for initiating the scheme were not entirely completed by the end of the year 1872-73; and the officers employed to work it could not enter upon their duties till the beginning of June 1873. The results mentioned below in the succeeding paragraphs cover the period between 1st June and the 31st December 1873.

12. The following are the results in the Rangoon district up to 31st December 1873 :—

(*a*) SYRIAM TOWNSHIP.

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monastaries... ... | | 44 |
| | Lay schools... ... | | 1 |
| Number of scholars attending ... ... | Monastaries... ... | | 1,351 |
| | Lay schools ... | Boys | 25 |
| | | Girls | None |
| Number of prize-winners ... ... ... | Monasteries... ... | | 130 |
| | Lay schools ... | Boys | 25 |
| | | Girls | None |

(*b*) HMAWBEE TOWNSHIP.

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries... ... | | 27 |
| | Lay schools | | None |
| Number of scholars attending ... ... | Monasteries... ... | | 855 |
| | Lay schools ... | Boys | None |
| | | Girls | None |

| | | | |
|---|---|---|---|
| Number of prize-winners ... ... ... | Monasteries... | ... | 186 |
| | Lay schools ... | Boys | None |
| | | Girls | None |

(c) PEGU TOWNSHIP.

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries... | ... | 28 |
| | Lay schools... | ... | 5 |
| Number of scholars attending ... ... | Monasteries... | ... | 917 |
| | Lay schools ... | Boys | 67 |
| | | Girls | 29 |
| Number of prize-winners ... ... ... | Monasteries... | ... | 121 |
| | Lay schools ... | Boys | 15 |
| | | Girls | 9 |

(d). NYOUNGDOON TOWNSHIP.

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries... | ... | 19 |
| | Lay schools... | ... | 2 |
| Number of scholars attending ... ... | Monasteries... | ... | 571 |
| | Lay schools ... | Boys | 55 |
| | | Girls | 54 |
| Number of prize-winners ... ... | Monasteries... | ... | 87 |
| | Lay schools ... | Boys | 5 |
| | | Girls | 10 |

(e.) HPOUNGLING TOWNSHIP.

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries... | ... | 14 |
| | Lay schools .. | ... | None |
| Number of scholars attending ... ... | Monasteries... | ... | 477 |
| | Lay schools ... | Boys | None |
| | | Girls | None |
| Number of prize-winners ... ... | Monasteries... | ... | 38 |
| | Lay schools ... | Boys | None |
| | | Girls | None |

(f.) HLINE TOWNSHIP.

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries... | ... | 13 |
| | Lay schools... | ... | None |
| Number of scholars attending ... ... | Monasteries... | ... | 459 |
| | Lay schools ... | Boys | None |
| | | Girls | None |
| Number of prize-winners ... ... | Monasteries... | ... | 44 |
| | Lay schools ... | Boys | None |
| | | Girls | None |

(g.) THONGWA TOWNSHIP.

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries... | ... | 19 |
| | Lay schools... | ... | 1 |
| Number of scholars attending ... ... | Monasteries... | ... | 564 |
| | Lay schools... | Boys | 11 |
| | | Girls | 5 |
| Number of prize-winners ... ... | Monasteries... | ... | 53 |
| | Lay schools ... | Boys | None |
| | | Girls | 2 |

A summary of the results in the different townships in the Rangoon district up to 31st December 1873 may be stated as follows :—

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries... ... | | 164 |
| | Lay schools... ... | | 9 |
| Number of scholars attending ... ... | Monasteries .. ... | | 5,194 |
| | Lay schools ... | Boys | 158 |
| | | Girls | 88 |
| Number of prize-winners ... ... | Monasteries... ... | | 659 |
| | Lay schools ... | Boys | 22 |
| | | Girls | 21 |
| Number of rupees spent in prizes ... ... ... ... | | | 772 |
| Average attendance at each school ... ... ... ... | | | 31·4 |
| Average number of rupees given to each school ... ... ... | | | 4·5 |

| Standard. | Language. | | Figures. | |
|---|---|---|---|---|
| | Boys. | Girls. | Boys. | Girls. |
| I | 417 | 21 | 72 | 1 |
| II | 109 | " | 22 | " |
| III | 28 | " | 17 | " |
| IV | 8 | " | " | " |
| V | " | " | 5 | " |

13. The following are the results in the Amherst district upon to 31st December 1873 :—

(a) MOULMEIN TOWNSHIP.

| | | | |
|---|---|---|---|
| Number of successful schools. ... ... | Monasteries... ... | | 2 |
| | Lay schools... ... | | 3 |
| Number of scholars attending ... ... | Monasteries ... | Boys ... | 25 |
| | Lay schools ... | Boys ... | 78 |
| | | Girls ... | 36 |
| Number of prize-winners ... ... ... | Monasteries ... | Boys... | 3 |
| | Lay schools ... | Boys ... | 12 |
| | | Girls ... | 11 |

In the Moulmein township no less than 58 priests refused to admit the examiner; and this accounts for the very small results shown as regards the monastery schools in this township.

(b) MARTABAN TOWNSHIP.

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries... ... | | 24 |
| | Lay schools ... ... | | 6 |

| | | | |
|---|---|---|---|
| Number of scholars attending ... ... | Monasteries ... | Boys ... | 443 |
| | Lay schools ... | Boys ... | 115 |
| | | Girls ... | 13 |
| Number of prize-winners ... ... | Monasteries ... | Boys ... | 73 |
| | Lay schools ... | Boys ... | 29 |
| | | Girls ... | 4 |

(c) THATONE TOWNSHIP.

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries ... | ... | 18 |
| | Lay schools ... | ... | 2 |
| Number of scholars attending ... ... | Monasteries ... | Boys ... | 261 |
| | Lay schools ... | Boys ... | 21 |
| | | Girls ... | 17 |
| Number of prize-winners ... ... ... | Monasteries ... | Boys ... | 39 |
| | Lay schools ... | Boys ... | 4 |
| | | Girls ... | 2 |

(d) HPAGUT TOWNSHIP.

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries ... | ... | 8 |
| | Lay schools ... | ... | None |
| Number of scholars attending ... ... | Monasteries ... | Boys ... | 109 |
| | Lay schools ... | Boys... | None |
| | | Girls... | None |
| Number of prize-winners ... ... ... | Monasteries ... | Boys... | 20 |
| | Lay schools ... | Boys... | None |
| | | Girls... | None |

(e) GYNE SALWEEN.

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries... | ... | 18 |
| | Lay schools... | ... | 1 |
| Number of scholars attending ... ... | Monasteries ... | Boys ... | 409 |
| | Lay schools ... | Boys... | None |
| | | Girls ... | 5 |
| Number of prize-winners ... ... ... | Monasteries ... | Boys... | 63 |
| | Lay schools ... | Boys ... | None |
| | | Girls ... | 4 |

(f) HINE-BOAY.

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries ... | ... | 6 |
| | Lay schools ... | ... | None |
| Number of scholars attending ... ... | Monasteries ... | Boys ... | 71 |
| | Lay schools ... | Boys... | None |
| | | Girls... | None |
| Number of prize-winners ... ... ... | Monasteries ... | Boys ... | 22 |
| | Lay schools ... | Boys... | None |
| | | Girls... | None |

(g) GYNE ATTARAN.

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries ... | ... | 8 |
| | Lay schools ... | ... | None |
| Number of scholars attending ... ... | Monasteries ... | Boys ... | 47 |
| | Lay schools ... | Boys... | None |
| | | Girls... | None |
| Number of prize-winners ... ... ... | Monasteries ... | Boys ... | 18 |
| | Lay schools ... | Boys... | None |
| | | Girls... | None |

(*h*) YEA TOWNSHIP.

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries ... | ... | 5 |
| | Lay schools ... | | None |
| Number of scholars attending ... ... | Monasteries ... | Boys ... | 55 |
| | Lay schools ... | Boys . . | None |
| | | Girls ... | None |
| Number of prize-winners ... ... ... | Monasteries ... | Boys ... | 28 |
| | Lay schools ... | Boys ... | None |
| | | Girls ... | None |

Three schools were also examined in the Yea, Beeloogyoon, and Houndraw townships, respectively, educating in all 37 boys, of whom 4 obtained prizes. In the two former townships it was found that in the great majority of the monastery schools nothing but the Taleing language was either taught or spoken. The examiner has been instructed not to travel in such parts in future.

A summary of the results obtained in the different townships of the Amherst district, up to 31st December, may be stated as follows :—

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries ... | ... | 89 |
| | Lay schools ... | ... | 12 |
| Number of scholars attending ... ... | Monasteries ... | Boys... | 1,422 |
| | Lay schools ... | Boys ... | 214 |
| | | Girls ... | 71 |
| Number of prize-winners ... ... ... | Monasteries ... | Boys ... | 266 |
| | Lay schools ... | Boys ... | 45 |
| | | Girls ... | 22 |
| Rupees given away in prizes ... ... ... ... ... | | | 396 |
| Average attendance at each school ... ... ... ... | | | 17 |
| Average number of Rupees given to each school ... ... ... | | | 3·9 |

| Standard. | Language. | | Figures. | |
|---|---|---|---|---|
| | Boys. | Girls. | Boys. | Girls. |
| I | 211 | 6 | 54 | 7 |
| II | 39 | 6 | 8 | " |
| III | 23 | 1 | 8 | " |
| IV | 4 | " | " | " |
| V | " | " | " | " |

14. Results in the Akyab district up to 31st December 1873.

(a) RATHAIDOUNG TOWNSHIP.

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries ... | | ... 5 |
| | Lay schools... | | ...None |
| Number of scholars attending ... ... | Monasteries ... | Boys... | 98 |
| | Lay schools ... | Boys... | None |
| | | Girls... | None, |
| Number of prize-winners ... ... | Monasteries ... | Boys... | 14 |
| | Lay schools ... | Boys... | None |
| | | Girls... | None |

(b) OORITTOUNG ANOUK TOWNSHIP.

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries ... | | ... 13 |
| | Lay schools ... | | ...None |
| Numbers of scholars attending ... ... | Monasteries ... | Boys ... | 226 |
| | Lay schools ... | Boys... | None |
| | | Girls... | None |
| Number of prize-winners ... ... | Monasteries ... | Boys ... | 46 |
| | Lay schools ... | Boys... | None |
| | | Girls... | None |

(c) KALADAN TOWNSHIP.

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries ... | | ... 6 |
| | Lay schools ... | | .. None |
| Number of scholars attending ... ... | Monasteries ... | Boys... | 119 |
| | Lay schools .. | Boys... | None |
| | | Girls... | None |
| Number of prize-winners ... ... | Monasteries ... | Boys ... | 24 |
| | Lay schools ... | Boys... | None |
| | | Girls... | None |

(d) MYOHOUNG TOWNSHIP.

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries ... | | ... 25 |
| | Lay schools ... | | ... 4 |
| Number of scholars attending ... ... | Monasteries ... | Boys ... | 407 |
| | Lay schools ... | Boys ... | 22 |
| | | Girls ... | 5 |
| Number of prize-winners ... ... | Monasteries ... | Boys ... | 131 |
| | Lay schools ... | Boys ... | 11 |
| | | Girls ... | 9 |

(e) MEMBYA TOWNSHIP.

| | | | |
|---|---|---|---|
| Name of successful schools ... ... | Monasteries ... | | ... 25 |
| | Lay schools ... | | ... 2 |
| Number of scholars attending ... ... | Monasteries ... | Boys ... | 476 |
| | Lay schools ... | Boys ... | 23 |
| | | Girls... | None |
| Number of prize-winners ... ... | Monasteries ... | Boys ... | 208 |
| | Lay schools ... | Boys ... | 14 |
| | | Girls... | None |

A summary of the results in the different Townships of

Akyab district up to 31st December 1873, may be stated as follows:—

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries ... ... | | 74 |
| | Lay schools ... ... | | 6 |
| Number of scholars attending ... ... | Monasteries .. | Boys... | 1,326 |
| | Lay schools ... | Boys ... | 47 |
| | | Girls ... | 5 |
| Number of prize-winners ... ... | Monasteries ... | Boys ... | 423 |
| | Lay schools ... | Boys | 25 |
| | | Girls | 9 |
| Number of Rupees given in prizes ... ... ... | | | 696 |
| Average attendance at each school ... ... ... | | | 17 |
| Average number of Rupees given to each school .. ... | | | 2 |

| Standard. | Language. | | Arithemetic. | |
|---|---|---|---|---|
| | Boys. | Girls. | Boys. | Girls. |
| I | 165 | 5 | 64 | 4 |
| II | 75 | " | 12 | " |
| III | 54 | " | 45 | " |
| IV | 16 | " | 5 | " |
| V | 7 | " | 5 | " |

15. Results in the Henzada district up to 31st December 1873.

(a) HENZADA TOWNSHIP.

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries ... ... | | 33 |
| | Lay schools ... ... | | 5 |
| Number of scholars attending ... ... | Monasteries ... ... | | 795 |
| | Lay schools ... | Boys ... | 77 |
| | | Girls ... | 48 |
| Number of prize-winners ... ... | Monasteries ... ... | | 124 |
| | Lay schools... | Boys ... | 37 |
| | | Girls ... | 23 |

(b) OPHO TOWNSHIP.

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries ... ... | | 23 |
| | Lay schools ... ... | | 6 |
| Number of scholars attending ... ... | Monasteries ... ... | | 613 |
| | Lay schools ... | Boys ... | 114 |
| | | Girls ... | 32 |
| Number of prize-winners ... ... | Monasteries ... ... | | 43 |
| | Lay schools ... | Boys ... | 14 |
| | | Girls ... | 3 |

(c) TEINDAW TOWNSHIP.

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries ... | | ... 5 |
| | Lay schools ... | | ...None |
| Number of scholars attending ... ... | Monasteries ... | | ... 195 |
| | Lay schools ... | Boys | ...None |
| | | Girls | ...None |
| Number of prize-winners ... ... | Monasteries ... | | ... 10 |
| | Lay schools ... | Boys | ...None |
| | | Girls | ...None |

(d) MONIO TOWNSHIP.

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries ... | | ... 5 |
| | Lay schools ... | | ... 4 |
| Number of scholars attending ... ... | Monasteries ... | | ... 162 |
| | Lay schools ... | Boys ... | 62 |
| | | Girls ... | 22 |
| Number of prize-winners ... ... | Monasteries ... | | ... 8 |
| | Lay schools ... | Boys ... | 10 |
| | | Girls ... | 1 |

(e) TSANYWAY TOWNSHIP.

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries ... | | ... 5 |
| | Lay schools ... | | ... 1 |
| Number of scholars attending ... ... | Monasteries ... | | ... 160 |
| | Lay schools ... | Boys ... | 10 |
| | | Girls ... | 5 |
| Number of prize-winners ... ... | Monasteries ... | | ... 14 |
| | Lay schools ... | Boys ... | 2 |
| | | Girls ... | 2 |

(f) ZALOON TOWNSHIP.

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries ... | | ... 14 |
| | Lay schools ... | | ... 2 |
| Number of scholars attending ... ... | Monasteries ... | | ... 493 |
| | Lay schools ... | Boys ... | 22 |
| | | Girls ... | 4 |
| Number of prize-winners ... ... | Monasteries ... | | ... 37 |
| | Lay schools ... | Boys ... | 5 |
| | | Girls ... | 1 |

Eleven schools were also examined in the Myanoung, Tayawan, Kanoung, Tarophmaw, Kyangheen and Mengyee Townships respectively, educating in all 406 boys, and 12 girls, of whom 164 boys and 3 girls obtained prizes.

A summary of the results obtained in the several townships of the Henzada district up 31st December 1873, may be stated as follows :—

| | | | |
|---|---|---|---|
| Nnmber of successful schools ... ... | Monasteries ... | | ... 95 |
| | Lay schools ... | | ... 19 |
| Number of scholars attending ... ... | Monasteries ... | | ...2,824 |
| | Lay schools ... | Boys ... | 285 |
| | | Girls ... | 123 |

| | | | |
|---|---|---|---|
| Number of prize-winners ... ... | Monasteries ... | ... | 400 |
| | Lay schools ... | Boys ... | 68 |
| | | Girls ... | 42 |
| Number of Rupees given away in prizes ... ... .. | | ... | 832 |
| Average attendance at each school ... ... ... | | ... | 28 |
| Average number of Rupees given to each school ... ... | | ... | 7 |

| Standard. | Language. | | Arithmetic. | |
|---|---|---|---|---|
| | Boys. | Girls. | Boys. | Girls. |
| I | 160 | 18 | 51 | 10 |
| II | 117 | 3 | 20 | 4 |
| III | 79 | 4 | 8 | 3 |
| IV | 20 | " | 3 | " |
| V | " | " | " | " |

16. Results in the Prome district up to 31st December 1873.

(a) PROME TOWNSHIP.

| | | | |
|---|---|---|---|
| Number of successful schools .. ... | Monasteries ... | .. | 15 |
| | Lay schools ... | ... | 6 |
| Number of scholars attending ... ... | Monasteries ... | ... | 298 |
| | Lay schools ... | Boys ... | 118 |
| | | Girls ... | 29 |
| Number of prize-winners ... ... ... | Monasteries ... | ... | 51 |
| | Lay schools ... | Boys ... | 12 |
| | | Girls ... | 6 |

(b) SHWEDOUNG TOWNSHIP.

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries ... | ... | 30 |
| | Lay schools ... | ... | 7 |
| Number of scholars attending ... ... | Monasteries ... | ... | 706 |
| | Lay schools ... | Boys ... | 148 |
| | | Girls ... | 24 |
| Number of prize winners ... ... ... | Monasteries ... | ... | 101 |
| | Lay schools ... | Boys ... | 26 |
| | | Girls ... | 4 |

(c) PADOUNG TOWNSHIP.

| | | | |
|---|---|---|---|
| Number of successful schools... ... ... | Monasteries ... | ... | 15 |
| | Lay schools ... | ... | 2 |
| Number of scholars attending ... ... | Monasteries ... | ... | 446 |
| | Lay schools ... | Boys ... | 27 |
| | | Girls ... | 12 |

| | | | |
|---|---|---|---|
| Number of prize-winners ... ... ... | Monasteries ... | ... | 94 |
| | Lay schools ... | Boys ... | 8 |
| | | Girls ... | 2 |

(*d*) POUNGDAY TOWNSHIP.

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries ... | ... | 9 |
| | Lay schools ... | ... | 4 |
| Number of scholars attending ... ... | Monasteries ... | ... | 345 |
| | Lay schools ... | Boys ... | 84 |
| | | Girls ... | 38 |
| Number of prize-winners ... ... . | Monasteries ... | ... | 41 |
| | Lay schools ... | Boys ... | 22 |
| | | Girls ... | 8 |

(*e*) MAHATHAMAN TOWNSHIP.

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries ... | ... | 19 |
| | Lay schools ... | ... | None |
| Number of scholars attending ... ... | Monasteries ... | ... | 405 |
| | Lay schools ... | Boys ... | None |
| | | Girls ... | None |
| Number of prize-winners ... ... ... | Monasteries ... | ... | 70 |
| | Lay schools ... | Boys ... | None |
| | | Girls ... | None |

(*f*) SHOAY LAY TOWNSHIP.

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries ... | ... | 11 |
| | Lay schools ... | ... | None |
| Number of scholars attending ... ... | Monasteries ... | ... | 197 |
| | Lay schools ... | Boys ... | None |
| | | Girls ... | None |
| Number of prize-winners ... ... ... | Monasteries ... | ... | 41 |
| | Lay schools ... | Boys ... | None |
| | | Girls ... | None |

A summary of the results obtained in the different townships of the Prome district up to 31st December 1873, may be stated as follows :—

| | | | |
|---|---|---|---|
| Number of successful schools ... ... | Monasteries ... | ... | 99 |
| | Lay schools ... | ... | 19 |
| Number of scholars attending ... ... | Monasteries ... | ... | 2,397 |
| | Lay schools ... | Boys ... | 377 |
| | | Girls ... | 103 |
| Number of prize-winners ... ... ... | Monasteries ... | ... | 398 |
| | Lay schools ... | Boys ... | 68 |
| | | Girls .. | 20 |

| | |
|---|---|
| Number of Rupees given away in prizes ... ... ... ... | 394 |
| Average attendance at each school ... ... ... ... ... | 24 |
| Average number of Rupees given to each school ... ... ... | 3·7 |

| Standard. | Language. | | Arithmetic. | |
|---|---|---|---|---|
| | Boys. | Girls. | Boys. | Girls. |
| I | 258 | 12 | 204 | 8 |
| II | " | " | " | " |
| III | 3 | " | 1 | " |
| IV | " | " | " | " |
| V | " | " | " | " |

No results at present in the Thayet district.

17. I have no results to record at present respecting the primary Indigenous schools of the Thayet district. This district has only very recently been placed under the Deputy Inspector of the Prome district; and consequently no work was done there prior to 31st December 1873.

Sanction to the appointing of a Deputy Inspector for the Bassein district for 1874-75.

18. The scheme will be applied to the Bassein district from the commencement of the next official year. Sanction has been given to the appointment of an officer, who besides acting as examiner to the Indigenous schools aided or encouraged by reward, shall also act as Deputy Inspector of the Government Town schools in that district, and of those Indigenous schools to which Assistant teachers trained and salaried by Government have been given, or may at any time be given hereafter. Thus 7 out of the 13 districts of British Burma will have received a Deputy Inspector of schools; and the only districts remaining will be Tavoy, Mergui, Shwé-gyeen, Tounghoo, Sandoway and Ramree. Should the scheme, or something similar to it, ever be extended to these districts, it may be possible to unite Tavoy with Mergui, Shwé-gyeen with Tounghoo, and Sandoway with Ramree, in the same way as Thayet has been already united with Prome.

General remarks on the above results.

19. The total number of Indigenous schools which have entered into this scheme since the first commencement of operations within the present official year to 31st December 1873, is 586. I consider that every officer appointed to work the scheme has done good

service, and has used on the whole a fair amount of discretion in the management of its details. It is evident from comparing the results recorded of each district that some examiners have been stricter than others and less liberal in the distribution of rewards. It is better at first to err the side of leniency, and to pass a few of the more deserving candidates in some of the higher standards, even if the doing so should require some little stretch of indulgence. When the scheme has had time to take a firmer hold upon the minds of the people, and the schools most interested in it have formed the habit of expecting the periodical visits of the examiner, the severity of the tests can be increased from year to year.

Reception of the scheme different in different districts.

20. The scheme has not been received with an equal degree of readiness in the five different districts into which it has been introduced. In the Amherst and Akyab districts, there was at first a good deal of distrust and opposition; in the Rangoon, Henzada and Prome districts none whatever. In the Amherst district, as was noted above, no less than 52 monastery schools in a single township refused to admit the examiner. In the Akyab district more than half the monastery schools in one or two townships showed the same spirit. In the other districts not merely has there been an entire absence of opposition of every kind, but the most cordial approval was expressed from the very first. From having taken one or two tours myself in the interior of the Prome and Henzada districts, I am able fully to corroborate the statements made by the examiners on this point. As no system of State interference was ever practised in former years in these three districts, I can only ascribe the difference to that circumstance.

Separate rewards for separate subjects.

21. If the number of prize-winners should in some cases seem rather high in proportion to the number of schools and scholars attending, it should be understood that in reckoning up the number of prize-winners at each school it very frequently happens that the same student is counted twice; and this, because separate rewards are given for Language and Arithmetic respectively. Thus a student who passes in both, (and it may often happen that he passes a higher standard in one than that which he passes in the other), is counted twice as a prize-winner. The plan of giving separate rewards for separate subjects, instead of giving a single reward for two or three subjects combined,

is in conformity with the method of examining Primary schools which is now pursued in Great Britain. Such an arrangement is very necessary in Burma, where students commence Arithmetic usually at a much earlier age than they do reading and writing.

Changes in the standards of examination sanctioned for the ensuing year.

22. During the present year, the standard of examination, as may be seen from the tables given above, comprise two separate subjects namely, Language and Arithmetic : and under the term Language is included the elementary Pali course usually taught in connection with Burmese in the Indigenous schools of this Province. For the ensuing year it has been decided that separate rewards shall be given for the Pali and Burmese languages respectively, and the following standards have been sanctioned.—

*A.—The Burmese Language.*

Standard I.—Open to pupils under 10, or to those who have not attended school for more than one year. Value of prize Re. 1.

*(a.)* Reading.—To read aloud from an easy Burmese reader used in the school.

*(b.)* Writing.—To copy a few lines from an easy book, and write a few common words from dictation.

Standard II.—Open to pupils under 12 or to those who have not attended school for more than 2 years. Value of prize Rs. 2.

*(a.)* Reading.—To read from an easy Burmese book not used in school.

*(b.)* Writing.—To write from dictation a passage taken from an easy book not used in school.

Standard III.—Open to pupils under 14, or to those who have not attended school for more than 3 years. Value of prize Rs. 3.

*(a.)* Reading.—To read with fluency from a more advanced book.

*(b.)* Writing.—To write from dictation a passage taken from a book of equal difficulty.

Standard IV.—Open to pupils under 16. Value of prize Rs. 4.

*(a.)* Reading.—To read with fluency a passage from a newspaper or other modern composition.

*(b.)* Writing.—To write from dictation a passage from a book of equal difficulty.

Standard V.—Open to pupils under 18. Value of prize Rs. 5.

*(a.)* Reading.—To read with fluency and expression.

*(b.)* Writing.—To write a theme or letter on any subject familiar to the student.

*B.—The Pali Language.*

Standard I.—Open to pupils under 10, or to those who have not attended school for more than 1 year. Value of prize Re. 1.

Mengala Thouk.—To read the Pali text, and give the signification of each word in Burmese.

Standard II.—Open to pupils under 12, or to those who have not attended school for more than 2 years. Value of prize Rs. 2.

| | |
|---|---|
| Mengala Thouk.<br>Pyin oungin.<br>Atwin oungin. | To read the Pali text and give the signification of each word in Burmese. |

Standard III.—Open to pupils under 14 or to those who have not attended school for more than 3 years. Value of prize Rs. 3.

| | |
|---|---|
| Mengala Thouk.<br>Pyin oungin.<br>Atwin oungin.<br>Ratnashwêchein. | To read the Pali text with fluency and give the signification of each word in Burmese. |

Standard IV.—Open to pupils under 16. Value of prize Rs. 4.

| | |
|---|---|
| *(a.)* Mengala Thouk.<br>Pyin oungin.<br>Atwin oungin.<br>Ratnashwêchein.<br>Namakarah. | To read the Pali text with fluency and give the signification of each word in Burmese. |

*(b.)* To answer questions on general Grammar, and to parse and decline the nouns, adjectives, and pronouns occurring in any of the above texts.

Standard V.—Open to pupils under 18. Value of prize Rs. 5.

| | |
|---|---|
| *(a.)* Mengala Thouk.<br>Pyin oungin.<br>Atwin oungin.<br>Ratnashwêchein.<br>Namakarah.<br>Laukanidit. | To read the Pali text with fluency and expression, and give the signification of each word in Burmese. |

*(a.)* To answer questions on general Grammar, and decline and parse any part of speech occurring in any of the above texts.

*C.—Arithmetic.*

Standard I.—Open to pupils under 13, or to those who have not attended school for more than 2 years. Value of prize Re. 1.

*(a.)* To write down figures from dictation up to 100.

*(b.)* To name figures written down on board up to 100.

*(c.)* To repeat the Multiplication Table.

Standard II.—Open to pupils under 14, or to those who have not attended school for more than 3 years. Value of prize Rs. 2.

To work out easy questions in adding, subtracting, multiplying and dividing by any method which the students like best.

Standard III.—Open to pupils under 15. Value of prize Rs. 3.

To work out more difficult questions in adding, subtracting, multiplying, and dividing, and to work out easy questions on the elementary portions of the Burmese system of Astronomy.

Standard IV.—Open to pupils under 16. Value of prize Rs. 5.

(*a.*) To say by heart the tables of weights and measures in common use.

(*b.*) To work out questions in adding, subtracting, multiplying and dividing, involving the use of the above tables.

Standard V.—Open to pupils under 18. Value of prize Rs. 5.

(*a.*) To say by heart the tables of weights and measures in common use.

(*b.*) To work out questions involving the Rule of Three, and requiring a knowledge of the above tables; also to work out easy questions in mensuration.

**Great demand for books adapted to the different standards.**

23. The experiment of examining and rewarding the students at Indigenous schools has given rise to a demand for school-books adapted to the different standards.

If this scheme is to be carried forward with vigour, immediate steps must be taken for having the demand satisfied; as it is not to be expected that the teachers can work up to the prescribed standards, unless the necessary books are sup-

plied to them. In some places no doubt there is still a good deal of indifference; in others the examiner has been cordially welcomed, and the demand for school-books, to judge from the reports and returns submitted to my office, has been both genuine and earnest.

Text-books for standards in the Burmese language.

24. The demand for text-books in the Burmese language is not so great as that for books adapted to the other two subjects of examination. The books required for passing in the Burmese standards may be classified as follows:—

(*a.*) The Tembongyee or Spelling book. I do not find that there is much, if any, demand for printed copies of this primer. The teachers are all thoroughly acquainted with it; and if the opinion of Moung Bwah, the Deputy Inspector of schools in the Rangoon district, (who was himself a priest and teacher for many years,) is to be relied on, they do not require the help of printed spelling books. Should the demand however at any time arise, it could be easily satisfied.

(*b.*) For Readers adapted to the lower standards, the Burmese matter contained in the Pali text-books will probably be sufficient. To every Pali sloka or verse occurring in those books a Burmese paraphrase or comment is annexed, and it is the custom in the Indigenous schools to teach this in preference to any other kind of reading. Thus the publication of the Pali text-books, of which I shall speak shortly, will of itself insure a supply of elementary Burmese readers. Selections from the fables contained in the smaller Zâts or legends could also be published. If any other kind of reading might be required for variety's sake, there is the translation of Æsop's Fables by Mr. Mackertich, the copyright of which has been purchased by the Education Department during the present year.

(*c.*) For higher reading the Greater Zâts (or histories of the previous existences of Gaudama) and other popular selections from the Burmese classics will probably be preferred to any other kind of readable matter. One of the Greater Zâts is now being printed at the Bassein Mission Press, two others have been revised and written on paper and are ready for the press, the rest will follow. If books on modern subjects should be called for, the History of Burma, Ancient and Modern, by Mr. Sandys, and the Geography of the Eastern Peninsula, by Mr. Croley, might be published in Burmese, as soon as the contents of the English copies have been ap-

proved of by competent judges. I have heard many priests speak with great interest of the contents of Hough's General Geography, and a revised and enlarged edition of this book would have been published ere this, but for the illness of the gentleman engaged upon it. But I would not give them the book unless they ask for it.

Object of introducing standards in the Pali language.

25. The Pali language, as is well known, is inseparably interwoven with the whole system of instruction pursued in the primary schools of this province, in those kept by laymen almost, if not quite, as much as in those attached to monasteries. Pali is not taught in Burma merely as a sacred language, as Latin is in the primary schools in many parts of Ireland; for even the Multiplication Table is first learnt in Pali, and a child's first lessons in reading, long before he is old enough to commence the study of religious books, are always in Pali. Whatever encouragement therefore can be given to the teaching of Pali, will be, *ipso facto*, an encouragement to the teaching of Burmese as long as the Indigenous schools of Burma continue to be what they are. Perhaps if we were now called upon to organize, *de novo*, a system of primary instruction for the people of this country, we should lay much less stress upon the study of Pali than what was said upon it by the founders of the system now in force. But the work of ages cannot be undone in a quarter of a century, nor is it wise to attempt to introduce exotic systems, before the people are advanced enough to receive them. The Pali language is bound up with the social and religious customs of the country, and cannot be destroyed until these are. Since then it would be impossible to work any scheme for the improvement of the Indigenous schools of this province without recognizing Pali, our object must be not to attempt to displace this favourite and time-honored study, but to put it upon a more rational footing, and to make it a real instrument for the training of the intellectual faculties, and something more than a mere exercise of memory. There is no occasion to wish for any change in the Pali readers already used. What is most needed, is not a change of books, but a change in the mode of teaching them. At present, as soon as a student has learnt the Pali verses by heart, his teacher seldom takes the trouble to explain to him the significations and uses of the different terms; and the books on Grammar, at present studied, are far too elaborate and intricate to be understood, much less

applied by the majority of the students. It is believed that these evils may gradually be removed, (i) by a system of examinations, which will ensure that no student can receive a reward in any of the Pali standards, unless he can satisfy the examiner that he understands what he has been learning, and (ii) by the introduction of a shorter and simpler manual on Grammar, explaining the general principles of the subject as exemplified both in the Pali and Burmese languages.

Text-books for standards in the Pali language.

26. The small amount of encouragement given hitherto to the study of Pali under the subject of "Language" has been received with much cordiality by the priests and laymen in every district; and has led to a pressing demand, especially in the Akyab district, for printed copies of the text-books prescribed in the standards of examination. The books required for the Pali standards sanctioned for the ensuing year may be classified as follows :—

(*a.*) The 6 readers enumerated under the head of "Pali standards" in paragraph 22. An edition of each of these readers, giving both the Pali text and the Burmese comment or paraphrase, is now being prepared and will be ready for the press in a few months. It is proposed to publish each little book separately; so that if a large number of each of them is printed, the price of a single copy would not exceed 2 or 3 annas.

(*b.*) A Glossary of all the Pali terms occurring in any of the above books. This will be in the form of a small Pali-Burmese dictionary. Each Pali word will be traced to its root, and its signification will be given in Burmese. The Glossary is now being prepared and will be ready shortly.

(*c.*) The introduction to Pali and Burmese Grammar, termed Thaddâ-pyûhâ. The character and contents of this little manual, the use of which it is now proposed to revive and encourage as widely as possible, were fully described in paragraph 193 of the last Administration Report. The work is now being edited by Revd. Dr Mason, and to increase its usefulness as a manual on Pali Grammar, extracts are being introduced here and there from the Grammars written by Burmese priests, so that the entire work will be a genuine native production. The great difference, as I understand from Dr. Mason, between this Grammar and those generally used, is that it teaches the subject almost by the same methods as those adopted in the West.

Demand for books on Arithmetic.

27. The examinations in arithmetic have been made very easy in proportion to the ages of the candidates, not because I think they are as hard as we could wish them to be, but because to make them easy at first is the only practicable way of making any commencement at all. When the study of figures has become more general and is more regularly and systematically pursued, the examinations can be made more strict, and the ages for admission to the different examinations can be lowered. The Burmese method of arithmetic has been encouraged as much as the English, not because it is better than, or even as good as, the English method, but because it is the only system, with which the majority of the teachers are acquainted; and thus if we discourage this, we discourage all. It is a favourable sign of the utility of following this plan, that there is now a genuine demand among the teachers for books on arithmetic, whereas formerly it was difficult to find teachers willing to accept them. I have myself distributed, within the neighbourhood of Rangoon alone, as many as 168 copies of books on Arithmetic and Land-measuring; and so far from any pressure having been used, the priests have in all cases come to my office to ask for them.

Text-books for standards in Arithmetic.

28. In the text-books, now in the course of preparation, the object aimed at is gradually to introduce the English system of arithmetic by effecting a compromise between our own and the Burmese system. If the teachers can be induced to study both, they will no doubt adapt the English method, as soon as they are convinced of its superiority. The text-books now being prepared may be classified and described as follows :—

(*a.*) The 4 Simple Rules.

The Burmese teach the elementary rules traditionally, that is, without the help of books or written rules. They have a table embodying the principles of the four first rules; and the teacher writes this down, and compels the pupil to learn it by heart. Some teachers, however, are ignorant of this table; and many of those who are not ignorant of it, have applied to the examiners for books which will enable them to learn the English system. The number of applications has been so large, that an order has been given to the Baptist Mission Press to print 6,000 copies of a suitable primer. The price of a single copy will be only 3 annas,—the cheapest arithmetic, I believe, that has ever been published in Burma. It is

proposed to give 1,000 copies for distribution in the Rangoon district, 1,000 for the Amherst district, 1,000 for the Arakan district, 1,000 for the Henzada district, 1,000 for the Prome and Thayet districts, and the remaining 1,000 copies for the Bassein district. I think it would be well to give as many as 10 or 15 or even 20 copies to a well-attended and well-managed school, rather than distribute them among a larger number of schools less likely to make a good use of them. The primer is I believe, as suitable for the purpose as any which could have been written. It is a kind of self-teaching Arithmetic, so simple and explanatory that any person of the most ordinary intelligence, capable of reading its contents, could understand how to apply them. It has been out of print for the last 12 years, and the Baptist Mission Press is now about to re-publish it. Any students who master this book will be able to pass in either the first or second of the Government standards.

(*b.*) Astronomical calculations.

The third standard requires a student to work out more difficult questions in the four simple rules, and to show himself proficient in the elementary portions of the Burmese system of astronomy, which is termed Bo Twet. Moung Shwe Boh, the Deputy Inspector of Schools in the Amherst district, has undertaken to prepare an edition of the rudimentary portions, taking care that the matter contained in his book shall not go beyond the requirements of the third standard. This subject has been introduced into the Government standards, because a considerable number of teachers, who are not able to teach commercial arithmetic, are able and accustomed to teach this. The study of this book will enable beginners to gain practise in the simple rules, and thus prepare them for the study of commercial arithmetic in the succeeding standards. The facts, which the book teaches, are true as far as they go. The editor has been instructed to invent a larger number of easy problems arising out of the text, in order that the students may be compelled to think of what they are learning.

(*c.*) The four Compound Rules.

For the fourth standard it will be necessary to prepare an elementary book showing the application of the four simple rules to compound numbers, and teaching those weights and measures which are in ordinary use in bazaar practise. In preparing this book, it will, I think, be very advisable to incorporate the contents of a small indigenous book on commercial arithmetic, which is already popular and generally known, at

least by repute, among the native schools. Some account of this book is given in paragraph 196 of the Administration Report for 1872-73. I think it would not be difficult to make it the basis of a short treatise on the 4 compound rules, fit to be used as a text-book for the fourth standard. As the book was written by a priest, and is already well known by repute, it would probably find a greater number of readers than an entirely new book; but it would have to be carefully revised and modernized before it was sent to the press.

(*d.*) *Rule of Three and Mensuration.*

The Burmese Arithmetic termed Kyanenthencha (an account of which was given in paragraph 197 in the last Administration Report) might probably be made the basis of the text-book required for the fifth standard. The problems contained in this book are very popular among the Burmese, though there are very few teachers able to solve them. The book has been translated into English by Mr. Ripley; and Moung Hpo Moung, the second master of the Prome Government school (who had for some time past made these problems his study) has undertaken to bring out a revised edition of the book, so as to make it suitable as a text-book for the fifth standard. The following is the plan on which he has been advised to proceed:—

(i) To examine every statement and problem occurring in the book, and make corrections where necessary.

(ii) To cancel any parts of the book, which refer to obsolete usages, and are therefore useless.

(iii) To substitute tables of weights and measures in present use for those which have become obsolete.

(iv) To expand the parts relating to Rule of Three and Mensuration, if they seem to require expansion.

(v) To introduce examples on square and cube root, and explain the mode of working.

(vi) To give a short and precise statement of every rule or principle which may be implied in any of the problems occurring in the original manuscript; and illustrate with examples worked out by the English method.

(vii) To submit for approval an English copy of the work, when the additions and correctness have been completed.

(viii) To put the whole into Burmese when the English copy has been approved of, retaining as much as possible of the language of the original book, and imitating the style of the original in translating new matter.

Scheme for rewarding teachers sanctioned for the ensuing year.

29. Hitherto rewards have been given exclusively to pupils. A scheme has been recently submitted and sanctioned for rewarding teachers also. A Layman Tsayah or teacher will receive the same reward as that gained by every male pupil, and twice the reward won by every female pupil. If the Phoongyee or priest desires to accept any reward (and of course its acceptance or otherwise will be entirely optional) the amount will be placed in the hands of the Khyoung-ta-gá or patron of the monastery, to be expended in any way which the Phoongyee may himself select. In some parts of Burma, where the villagers are poor, the priest is sometimes in actual want; and Mr. Savage states in one of his reports from the Akyab district, that in some cases the reward won by the pupils, or something equivalent in value, has by tacit consent been made over to the priest or abbot of the monastery. It is hoped that under the stimulas of money-prizes, in which both pupils and teachers are interested, some little progress will be gradually made, and that better educational results will be exhibited from year to year. I consider that the great demand which has arisen for school-books and especially for books on Arithmetic is a sign, that the action taken by the Government has not been wholly ineffectual.

Scheme for a general competitive examinations to be held once a year; sanctioned from the commencement of next year.

30. As a further means of vitalizing and improving the Indigenous schools of this Province, a plan has been lately submitted and sanctioned for holding a general competitive examination once a year at the head-quarters of the district. Any candidate under twenty years of age will be allowed to attend this examination, provided he has received a letter of admission from the Deputy Inspector or examiner of the district, certifying that his attainments are above the average. The several Indigenous schools of the district will thus be brought into a keen competition with each other, each school once a year sending up its most promising candidate or canditates, if it has any. The rewards to be competed for will be of the value of Rs. 50 each, and each reward will be accompained by a certificate stamped with the Government

seal. One reward will be given to the best Burmese scholar, another to the best Pali scholar, and a third to the best Arithmetician; a fourth reward of the same value will be given to the candidate who does best in the three subjects combined. The winners would be looked upon by their fellow countrymen as the cleverest men of the year, and the reputation attaching to rewards of this nature would soon come to be valued much more highly than the rewards themselves. The best season for holding this examination would be the time when large multitudes flock to head-quarters of the district to watch the boat races, buffallo fights, or wrestling matches. At that season candidates from remote villages would be able to attend the examination.

(*b.*)—*Indigenous Schools Aided by Salaried Teachers.*

The number of selected Indigenous schools.

31. The schools coming next in the order of educational merit on the Indigenous schools specially selected for improvement and aided for that purpose by salaried teachers. The number of schools of this class at the time of writing is 13, of which 12 are Laymens' schools, and one is a monastery school. Though there is but one monastery school at present, in which a salaried teacher is employed, ten priests in different parts of Burma have either applied for such help or consented to receive it. In the case of Laymen's schools the head teacher himself in some instances receives a small salary.

Monastery school at Rangoon aided by a salaried teacher.

32. Inspected on the 19th September 1873, and 9th January 1874.

This school is kept by Oboo Phoongyee, a priest of long standing in the town of Rangoon. The salaried teacher employed in this monastery studied for two years in the Rangoon Training school. Prior to his admission he had been brought up from a child by the priest or Phoongyee, in whose monastery he is now acting as a teacher. On the completion of his training, he was sent back to the monastery at the Phoongyee's own request. Rangoon is of all towns in British Burma the most unfavorable to the success of an experiment of this nature. There is little or no demand in Rangoon for any kind of vernacular education beyond that usually given in monasteries; the English and Anglo-vernacular schools are crowded, and the monastery schools are thinly attended. An improved monastery school would be much more valued in the rural districts than in sea-port towns, such as Rangoon. In spite, however,

of these drawbacks, the school under report has been far from unsuccessful. Several of the books supplied to the school have been purchased by the pupils. In the rains there was an attendance of about 40; in the dry weather of about 25 students.

On the day of my last visit, 21 pupils were present; and I examined them in their different studies in company with Moung Bwah, the examiner or Deputy Inspector of the Rangoon district. The reading was in two cases remarkably fluent and correct. In the other instances the style was not so good; but even this was considered by Moung Bwah better than what he generally finds in lads of the same age in the schools in the district. The habit of hesitating at the longer words arose entirely from the vicious custom of attempting to read too fast; and the Phoongyee said he would prevent this habit in future. In Arithmetic two of the pupils worked out examples in Rule of Three, by the English method. Others were doing the Compound Rules, others the Simple Rules.

List of Phoongyees who have applied for assistant teachers.

(33.) The following is the list of Phoongyees, who have either applied to have teachers given them or have consented to accept them, provided they are allowed a voice in the selection. I have visited almost all of these Phoongyees myself.

(*1.*) Oo-ak-gâ, the chief Phoongyee in the town of Prome; he has a substantial teak-wood monastery, and in the rainy season has 60 or 70 pupils:

(*2.*) Oo-Mû-Nay-Dà-Ya-Má, the chief Phoongyee in the town of Shwé-doung, Prome district; he has a large teak-wood monastery, and in the rains about 70 pupils:

(*3.*) Oo-Ni-Yâh, a young Phoongyee much respected in Kodôt, Prome district; his monastery is in good order, and in the rains he has about 40 pupils:

(*4.*) Oo-Thû-Tâh, the chief Phoongyee in the town of Poungday, Prome district, where he has lived and taught for 24 years; he has 40 pupils in the dry season, and 60 in the rains, a new monastery is now being built for him:

(*5.*) Oo-Pin-Nyâ, the best Phoongyee teacher in Padoung, Prome district; even in the dry weather, when monasteries are badly attended, he has 30 pupils:

(*6.*) Oo-Ah-Rîyâ-Woonthâ, the recognized bishop or Sadaw of Yagyeen, Henzada district, he has a large and substantial Khyoung and in the rainy season 80 or 100 pupils.

(*7.*) Oo-Woonthâ, a priest of high rank in Mengyee, Henzadah district; he has a very handsome monastery, and from 30 to 40 pupils in the rainy season.

(*8.*) Oo-Pan-Dîh, in the Syriam township, Rangoon district, in the village of Kadâpanah; the building is large and substantial, and the number of scholars in the rainy season about 40.

(*9.*) Oo-Thu-Nandah, Syriam township, Tagoundine, the number of scholars in the rainy season is about 30.

(*10.*) Oo-Saw-Tah, at Thamein, Hmawbee township, Rangoon district; the village with surrounding hamlets contains about 400 houses, and the Phoongyee is much respected.

There are two Phoongyees in the Rangoon district, who for the last few years have been in the habit of admitting young laymen trained in English methods to teach in their monasteries; of these one lives in the Pimâgôn village, Hline township; the other in Twantê, Angyee township. In each of these monasteries Arithemetic is taught daily by laymen in the English method. Unless however the teachers receive some salary from Government say Rupees 10 or 15 per mensem, their services cannot be other than precarious.

**Remarks on the employment of trained teachers in monastery schools.**

34. The great problem connected with primary education in this Province has been how to introduce a better system of teaching into monastery schools, and especially into those selected for improvement. The essential feature in the plan now under notice is that the Phoongyee or abbot of the monastery *shall choose a pupil out of his own school* to be trained by Government for a certain period and then sent back to him to teach in the monastery such subjects as he is not able or not willing to teach himself. The plan previously pursued was to appoint outsiders, whether Circuit teachers or Deputy Inspectors, men who to a certain extent were placed in authority over the monastery schools, and whose presence within the monastery was apt to throw the old priest into the shade. It is no wonder that the priests demurred. Let the priest have a voice in the selection of the teacher, and let the person selected teach under his orders and direction; and all will go on smoothly. From time immemorial

it has been the custom of the Burmese priests to employ their own pupils as teachers to the younger boys. The district examiner need not interfere in any way with the religious usages of the monastery. I have always found Phoongyees glad to receive advice on matters connected with secular education, when it is not given in a spirit of dictation, and the Government would have sufficient guarantee that its funds were not mispent, in simply examining the pupils. The introduction of an elementary secular course would not involve any tampering with religious usages, unless the Phoongyee himself permitted it to do so; and from a Buddhist point of view even secular teaching is regarded as an act of religious merit. In one respect, the services of a trained assistant would be more useful in a monastery school than in a layman's school; and this, because the laymen's schools are as a general rule preparatory to the monastery schools, and children who commence their education in the former almost invariably complete it in the latter. The trained teachers employed in monastery schools would not necessarily be permanent residents in the monastery itself, and thus they would not be compelled to submit to a kind of discipline, which to some laymen might prove unpalateable. Unless they desired to live in the monastery, they would attend it only at school-hours, and especially at those hours which are chiefly given to secular teaching. If they wished to become married, there would be no objection. Such at least was the view taken by the priests themselves, when I put the matter before them. They were plainly told that the chief work of a salaried teacher would consist in teaching Arithmetic and Land-measuring; and all expressed themselves as much pleased with the proposal.

Laymen's schools aided by salaried teachers.

35. Within the last three months 12 Laymen's schools have received assistant teachers salaried by Government. The assistants sent to them were young lads trained in the Rangoon Training school. These young men on first leaving the Training school were employed for some months as teachers in the Government Town schools opened during the present year; but as it was found that the number of pupils in some of these schools was not large enough to occupy the time of the masters, it was decided, that the superfluous teachers should be given over to any head teachers of Indigenous Lay schools who might be willing to accept their services, and who were at the same time worthy of the assistance offered.

The plan has had too short a trial to allow of any opinion being formed as to its probable success or otherwise. I should feel no doubt of its success, if the assistants placed under them had been nominated by themselves, and selected from among their pupils. Laymen teachers are not so particular on this point as priests are; but there would be less danger of collision, if none but their own pupils were appointed to work under them.

List of aided Laymen's schools.

36. The following is the list of Laymens' schools to which assistant teachers trained by Government have been appointed, during the present year. In almost every instance the school has been visited by myself.

(*i.*) *Yuatoung, Thayet district.*—The name of the proprietor is Ko Khan-Sa. He has about 80 pupils. Yuatoung is a large village distant about 3 miles from Allanmyo; and as the residents could not send their children to such a distance to attend the Government school at Allanmyo, it was decided that one of the Government teachers, named Shwè Oh, should be stationed at Yuatoung.

(*ii.*) *Padoung, Prome district.*—The name of the proprietor is Moung Shwè Sa. He is the only Layman Tsayah in the important village of Padoung, and thus, as girls cannot be admitted into monasteries, his is the only school where girls can receive instruction; the third teacher at the Government Town school, Shwé-doung, named Shwè Mhyine, has been made the assistant teacher in the Indigenous school at Padoung.

(*iii.*) *Shwê-doung, Prome district.*—The name of the proprietor is Ko Bya. He is the chief, but not the only, Layman Tsayah in Shwè-doung. In the rainy season he has about 40 pupils. His assistant is Toon-Oo, formerly second teacher at the town school, Shwè-doung.

(iv.) *Poungday, Prome district.*—The name of the proprietor is Moung Kee. This a well established Indigenous school. Even in the dry season, when primary schools are as a rule badly attended, he has as many as 60 or 70 pupils. The assistant teacher supplied him by Government, name Hpo Too, was formerly second teacher at the Government Town school, Poungday.

(5.) *Henzada, Henzada district.*—The name of the proprietor is Oo Pyn Oo. His is considered to be the best layman's

school in Henzada. The number of students does not however at present exceed 30. His assistant named Tsan Doon was formerly third teacher at the Government Town school, Henzada.

(6.) *Ya-gyeen, Henzada district,*—The name of the proprietor is Moung Shwè Moung. He is decidedly the best layman Tsayah in Yagyeen. He has from 50 to 60 pupils in the rainy season; his Assistant named Shwè Poh, was formerly second teacher at the Government Town school, Yagyeen.

(7.) *Tavoy, Tavoy district.*—The name of the proprieter is Moung Tay. I have frequently visited this school myself, on the occasion my visits to Tavoy. He is the best layman Tsayah in Tavoy, and has sometimes as many as 80 pupils. The assistant teacher sent to him was born at Tavoy.

(8.) *Tavoy, Tavoy district.*—The teacher's name is Moung Shwè Moh. He has the next largest school in Tavoy; his pupils male and female, often number as many as 50. He was recommended by the District Committee of Public Instruction.

Three other schools have been placed on the same footing; one at Gnathine-khyoung in the Bassein district, and two in the Akyab district. The names of the Tsayahs selected have not yet been submitted to this office. The selection has been left to the local authorities.

**Proposed vernacular Normal school for training assistants and adult teachers.**

37. In order to carry forward the plan for improving a select number of Indigenous schools by means of salaried Assistant teachers, it will be necessary to establish a Vernacular Normal school, in which the said assistants can be trained. In the same school, too, adult Tsayahs or teachers might receive a training in any subjects, in which their present knowledge is imperfect, if they would consent to undergo the discipline of a Normal school for a stated period. A scheme of a Vernacular Normal school has been recently submitted from this office; and its main features are as follows:—

(*a.*) The junior candidates (that is those who will afterwards be employed as assistants), to be selected from among the pupils of the priest or layman teacher, under whom he is to be placed hereafter;

(*b.*) The senior candidates (that is the adult laymen Tsayahs or teachers) to be selected from the town or village to

which they will afterwards be sent, and either take back their old schools, or open new ones;

(*c.*) The junior canditates to receive no stipends in cash, but to be lodged, boarded and taught gratuitously during the period of training;

(*d.*) The senior candidates to receive a stipend of Rs. 8 or 10 per mensem, if they prefer not to live as boarders within the school-buildings;

(*e.*) The curriculum to comprise (i) the Burmese and Pali languages to the extent usually taught in Indigenous schools, (ii) the principles of Pali and Burmese Grammar, (iii) the chief rules of Arithmetic, (iv) the first rules of Land-measuring, (v) Local History and (vi) Local Geography, to be gradually followed, if it is found expedient, by General Geography;

(*f.*) The instructive staff to consist of a Headmaster on Rs. 100 per mensem, and an Assistant on about Rs. 70. The former to know something of Pali as well as of English; the latter to be selected from the class of Government surveyors;

(*g.*) The period of training to last about two years, or more than two if necessary; every student, if possible, to remain long enough to pass the final examination with credit, and obtain a certificate;

A normal school carefully adapted in all its details to the present status and future capabilities of the Indigenous schools of this Province has not yet been tried. It would not be advisable to open the school proposed, until a school-house with accommodation for boarders has been built, every text-book required in the curriculum printed and published, and a suitatable staff of teachers secured. Moung Shway Boh, the Deputy Inspector of schools in the Amherst district, would I think make an efficient Headmaster. He is a good Burmese scholar and a good Arithmetician; he writes English very fairly; and if time were allowed him and inducements offered, he would find no difficulty in qualifying himself in Pali, the standard of which would not be high.

Salaries given to teachers in Laymens' schools.

38. The salary given to the Assistant is the same as that which he received before in the Government Town school. The Tsayah or proprietor of the school is paid on the following scale:—He receives a regular salary of Rs. 5 per mensem, and an additional allowance of Re. 1 for every 5 girls whom he can show

to be in regular attendance. The latter will be paid in lump sums from time to time, whenever the district Deputy Inspector of schools has had an opportunity of ascertaining the number of female pupils, and the progress they have made since his last visit. The payment is conditional upon results; and even the regular salary of Rs. 5 per mensem will be stopped, if the results exhibited from time to time do not appear satisfactory.

Building Grants to Laymen Tsayahs.

39. Another plan initiated during the present year for assisting the laymen Tsayahs or teachers consists in giving them small building grants to enable them to provide better accommodation for their pupils. In respect to school-houses the laymen teachers are generally much worse off than priests, who for the most part have capacious plank buildings, while the Laymen have seldom anything better than bamboo huts. The following Laymen Tsayahs have received building grants during the present year:—

(1.) Moung Tsan Mhin, in the town of Prome.—At the time of my visit he had about 50 pupils, and it was evident from the appearance of the students, especially that of the girls, that they were children of men belonging to the upper classes. A proper school-house was most urgently needed. The supporters of the school agreed to raise a sum of Rs. 200 from among themselves, provided the government would give a similar sum. The grant was accordingly conferred.

(2.) Moung Tay, a laymen Tsayah in the town of Tavoy.—I have seen from 80 to 100 pupils crowded in this school. The District Committee of Public Instruction recommended a grant of Rs. 100.

(3.) Moung Shwe Moh, in the town of Tavoy.—I am not personally acquainted with this Tsayah, but he is well spoken of by the District Committee, and has been recommended a grant of Rs. 50.

Standard to be aimed at by the selected Indigenous school.

40. The standard to be aimed at in any Indigenous schools, whether Laymen's schools or monastery schools, to which salaried assistant teachers have been supplied, is that laid down in paragraph 9 of the general scheme of education contained in my letter No. 83-38, dated 29th January 1873, or as much further as they can go.

(*a*.) The Burmese language.—To read with fluency and

precision from any standard Burmese classic of ordinary difficulty or from a Vernacular Newspaper.

(*b.*) The Pali language.—The Pali text usually taught in Indigenous schools side by side with the Burmese translations or paraphrases; and some acquaintance with the principles of Pali and Burmese grammar.

(*c.*) Dictation about 30 lines from any standard Burmese books or newspaper of ordinary difficulty.

(*d.*) Arithmetic.—The four simple and compound rules, and the Rule of Three.

(*e.*) Land-measuring;—an elementary course.

In the present urgent demands for labour in this Province during at least one half of the year, it would not be reasonable to expect much more than the above. If however the pupils attending the schools under notice should by degrees evince a capacity or inclination for studying history and geography, full scope would be allowed them.

Text-books corresponding to the standard.

41. The text-books adapted to the above curriculum may be described as follows:—

(*a.*) The series required for the study of the Burmese and Pali languages would be the same as that used in Indigenous schools of the non-selected class. A description of these books has been given already. If any other kind of Burmese Reader should be needed for variety's sake, there is the Burmese translation of Æsop's Fables by Mr. McKertich.

(*b.*) Arithmetic.—There is the elementary book noticed above, of which 6000 copies are now being printed. For the use of the more advanced classes I should recommend that a revised edition of Stilson's Arithmetic be prepared in parts. I find the Burmese prefer this book to that which has been recently written by Mr. Sandys. They have known it longer, and have become accustomed to its stye and method of treatment; and I do not think that it could now be easily superseded, even if such a thing were desirable. Reverend J. R. Haswell has offered to revise the book for his own and for Government use. But the Baptist Mission has not up to the present time agreed to the terms, although Mr. Haswell's views entirely coincide with my own.

(*c.*) For Land-measuring, the elementary book written by Mr. Stilson will answer every purpose, until education has

become much further advanced in Burma than it is at present.

Scheme recently sanctioned for making laymen head-teachers agents for the sale of Vernacular books.

42. A scheme has been recently sanctioned for appointing the laymen head-teachers at the aided Indigenous schools agents for the sale of vernacular books, including not only books for the use of schools but also those intended for the general reader. It is very necessary that the pupils attending such schools should be enabled, without sending to a distance to purchase the books required for study; and it is also very desirable that in the larger villages, where general education is more advanced, there should be some depôt within easy access of the inhabitants, from which books could be bought or applied for. I can think of no person more fit to be entrusted with the sale of books, than a man holding the local influence and reputation of a Tsayah or teacher. It would be well if some little pecuniary profit could be attached to the office; and for this purpose it has been arranged that the agent shall receive 20 per cent on all proceeds realized within each official year. The loss to Government will be insignificant; and the gain to the Tsayah, if the percentage allowed him is paid in a lump sum at the close of each year, will probably add some stimulus to his efforts to promote the sale of books among his pupils and neighbours generally. In every district, to which a Deputy Inspector of schools has been appointed, the agent will receive books from him and render an account from time to time of the number of books sold and the proceeds realized, and the names and numbers of new books applied for by the inhabitants of the town or village. In districts to which no Deputy Inspector has been appointed, the arrangements must be left to the Deputy Commissioners, who will communicate their orders to their subordinates.

Scheme sanctioned of Primary scholarships.

43. In order to connect the aided Indigenous schools with the Government Middle schools at the head-quarters of districts, and to give both the teachers and pupils connected with the former a distinct object to work for, a scheme has been lately submitted and provisionally sanctioned for establishing Primary scholarships, the standard of which would be as follows :—

(*a.*) To read with fluency and precision from any standard Burmese classic of ordinary difficulty, or from a Vernacular Newspaper. The candidate must satisfy the examiner that he understands what he reads.

(*b.*) Dictation.—About 30 lines from any standard book of ordinary difficulty, to be read out slowly, five or six words being taken at a time.

(*c.*) Arithmetic.—Examples of average difficulty in the four simple and compond rules. The candidate must answer at least half the questions.

(*d.*) Pali.—To read with fluency the Pali texts of Mengalà Thouk and Oungin Seetpah, and to translate into Burmese any Pali words occurring in those texts.

Each scholarship to be tenable for 2 years, and any candidates under 12 years of age to be allowed to compete. If held at a boarding school, the scholarship to be paid in the form of gratuitous board, lodging, and tuition; but if held at a day school, to be paid in cash at the rate of Rs. 5 per mensem. The number of scholarships to be such that there shall be a vacancy once a year for every aided Indigenous school in the province.

It would be premature at present to commence holding any examinations for these scholarships, since the scheme of aided Indigenous schools has not yet been long enough at work to enable the teachers to prepare candidates up to the required standard. But it would not be premature, indeed it is very essential, to commence at once distributing printed Burmese circulars among the different schools, informing them that the scheme of primary scholarships will take effect from the commencement of 1875-76, and advising them at once to commence preparing candidates.

Summary of measures initiated during the present incumbency for vitalizing the Indigenous schools.

44. The following is a summary of the different measures, which have been commenced or sanctioned during my incumbency for vitalizing, conserving, aiding and improving the Indigenous school of this Province.

For schools of the average stamp and not specially selected for improvement, the following have been the measures adopted or sanctioned: (i) to prepare a series of elementary books adapted to the studies already pursued in the Indigenous schools, and based as much as possible upon the books and methods already in use; (ii) to distribute these books to the different schools in quantities proportioned to the demand, as soon as the reality and the extent of the demand have been fairly ascertained; (iii) to examine the pupils in subjects se-

lected with special reference to the books distributed for use; (iv) to reward the pupils according to the results shown in the examinations; (v) to reward the teachers to the same amount for every male pupil, and double the amount for every female pupil; (vi) to give four special rewards of a much higher value once a year to the four best scholars in the district, at a general competitive examination to be held once a year at the head-quarters of the district.

For schools specially selected for improvement, in places where there is a greater demand than elsewhere for a higher standard of Vernacular education, the following measures have been commenced or sanctioned: (i) to appoint to each school an assistant teacher trained and salaried by Government, and selected and nominated for that purpose by the head-master himself, whether priest or layman; (ii) to establish a Normal school partly for the training of assistant teachers, and partly for the training of laymen head-teachers, should any come forward from time to time; (iii) to give building-grants to those teachers, whose houses are too small or dilapidated for the accommodation of their pupils; (iv) to give to the layman head-teacher a salary, the amount and continuance of which shall be depended both upon general results and upon the number and progress of his female pupils; (v) to appoint the laymen head-teachers agents for the sale of Vernacular books both among their pupils and their neighbours, and to allow them 20 pent cent upon the proceeds realized by the end of each official year; (vi) to establish a system of primary scholarships, by means of which the aided Indigenous schools shall be brought both into connection with the Middle schools and into competition with each other.

*(c.) The Town schools supported by Government.*

The Town Schools how supported.

45. The schools next in order to the class of aided Indigenous schools last noticed are the Town schools supported by Government. These schools have been maintained hitherto entirely by the educational portion of the 5 per cent cess; but it is intended that municipal funds in each of the towns concerned shall sooner or later contribute something to their support. The number of schools of this class opened during the current year was 14. The number at present existing is 12. At each of the schools the tuition fee charged is annas 8 per mensem.

List of Town Schools opened during the present year.

46. The following is the list of Vernacular Town Schools opened soon after the commencement of the present official year :—

| | | |
|---|---|---|
| Rangoon district | Pegu | 1 |
| | Yandoon | 2 |
| Bassein " | Pantanaw | 3 |
| | Gnathaine Gyoung | 4 |
| Henzada " | Henzada | 5 |
| | Myanoung | 6 |
| | Yagyeen | 7 |
| Prome " | Shwè-doung | 8 |
| | Poungday | 9 |
| Thayet " | Allanmyo | 10 |
| Amherst " | Thatone | 11 |
| Akyab " | Moung-doo | 12 |
| | Shanya | 13 |
| | Mengbya | 14 |

List of Town Schools inspected by the Officiating Director.

47. Out of the 14 schools above-mentioned, I inspected 8, namely, those at Pegu, Yandoon, Henzada, Yagyeen, Myanoung, Shwé-doung Poungday, and Allanmyo. I was not able to go into the interior of the Bassein district to inspect the schools at Pantanaw and Gnathaine Gyoung. I intended to inspect the three schools in the Akyab district during the last two or three months of the official year, in the course of my tour in the Arakan division.

Variable success of the Town Schools.

48. It would be premature, till further trial can be had, to express an opinion as to the ultimate success or otherwise of a scheme of Government Vernacular schools organized on a purely secular basis; but so far as present experience goes, the schools opened during the current year do not seem to have awakened as much interest, as it was hoped they would, among the community for whose benefit they were intended.

Of the 14 schools above enumerated, four, namely those at Yandoon, Pantanaw, Thatone and Moung-doo, have been so far successful that it was not thought necessary to alter their original status; two, namely those at Shanya and Mengbya in the Akyab district have been closed; and the remaining eight had so far failed after some months' trial that it was thought expedient to put them on a different footing and to modify the curriculum.

The Town School, Yandoon, Rangoon district.

49. The Town school, Yandoon, had by the last account about 20 pupils; in the rainy season it had as many as 30. Most of these pu-

pils are youths or young men, who have finished the monastery course; some few however are young children. No girls have joined. The success of this school is partly due to the great personal trouble taken by Mr. Hough, the Assistant Commissioner, and partly to the fact that there is no English school within moderate distance to which the parents could send their children. Yandoon stands about half way between Henzada and Rangoon, and at a considerable distance from both. The staff of teachers consists of a Head-master on Rs. 25 per mensem, and two Assistants each on Rs. 20.

The Town School, Pantanaw, Bassein district.

50. The Town School, Pantanaw. This school has not been so successful as the preceeding. In November last the Deputy Commissioner of Bassein found 19 students present, of ages varying from 5 to 20. By a later account dated 15th January there were only 14 students on the rolls, of whom 10 were Burmans, 2 Talaings, 1 Arakanese and 1 Bengaleé. The majority of the pupils are over 14 years of age. No girls have joined. The staff of teachers consists of a Head-master on Rs. 25 per mensem, and one Assistant on Rs. 20. Should Pantanaw ever become the head-quarters of a district, a demand for English will probably arise, and it will then be advisable to modify the curriculum accordingly.

The Town School, Thatone, Amherst district.

51. This is the only one of the 14 schools under notice, which has from the first day of its opening been attended by girls as well as boys. It has been on the whole the most sucessful of all the Town Schools. Soon after it was opened, 30 pupils were collected, of whom 17 were boys, and 13 girls. In August the numbers were 34. Of the boys at least half were young children commencing the alphabet, and 12 out of the 13 girls had not learned the alphabet before. The staff of teachers consists of one Head-master on Rs. 25 per mensem, and one Assistant on Rs. 20. By the last report dated 21st January, there were still 29 pupils remaining in attendance, notwithstanding the fact that Burmese schools are often very much deserted in the dry season, when the boys are required to assist their parents in harvesting paddy. It is expected that the numbers will begin to increase after March. The Assistant Commissioner of Thatone speaks very favourably of the assiduity of the two young teachers; but at the same time thinks it would be advisable to engage some middle-aged teacher from the town, skilled in rudimentary teaching.

The Town School Moung-doo, Akyab district.

52. By the latest report dated 8th September 1873, 15 boys were under instruction in the Town school, Moung-doo. There is but one teacher to this school, named Tha Doon Oung, a Mussulman of Arakanese origin. The villages of Arakan are small compared with many of those in Pegu and Tenasserim ; and consequently one teacher was believed to be sufficient for any school that might be opened in that quarter. The pupils of Tha Doon Oung are for the most part Mussulmans like himself, and consequently his school supplies a want. Twenty-five copies of the Thin-boon-gyee or spelling book have been sent him. He receives Rs. 20 per mensem.

Closing of the two schools at Shanya and Mengbya, Akyab district.

53. It was attempted to open two Vernacular Town schools at Shanya and Mengbya respectively; and a teacher was sent out to each place for that purpose. After several months' trial, the teacher sent to Shanya had collected no pupils ; and the one sent to Mengbya had collected only 5. The project accordingly was given up ; and steps are now being taken for placing the teachers as assistants under laymen Tsayahs or school-masters in the Akyab district. These two Tsayahs have been alluded to above among the list of Indigenous schools aided by salaried teachers.

The difficulties under which the Town Schools laboured.

54. The Town schools, as originally constituted, had three difficulties to contend against; and as I have already stated, only 4 out of the 14 opened in the present year were able from one cause or another to surmount these difficulties and maintain their original status. Firstly, the teachers sent out from the Rangoon Training school were too young and inexperienced, or what amounts to the same thing they were considered to be so by the inhabitants, to be entrusted with training the minds of young children, or with teaching grown up young men as old or older than themselves. Secondly, they were entire strangers to the people among whom they were stationed, and the villagers were not prepared to part company with their old accustomed Tsayahs or teachers in exchange for these strangers. Thirdly, neither the Pali nor the English language had formed any part of the instruction imparted at the Rangoon Training school, and consequently when the students were sent out as teachers, they were not fully suited either for Vernacular or for Anglo-vernacular schools. Villagers, who are indifferent about having their

sons taught English, are not as a rule content with a Burmese education, unless it is coupled with the usual Pali course which is taught in the Indigenous schools from one end of Burma to the other. But the teachers sent out from the Rangoon Training school could not teach either Pali or English.

Town School, Henzada.

55. In each of the remaining eight schools except that at Henzada the remedy resorted to was to appoint a head-master who could teach English, and to change the status of the school from Vernacular to Anglo-vernacular. At Henzada this was not practicable, or at least not expedient; since there is already in this town an aided school of the middle grade, in which English is efficiently taught. By the advice of the Deputy Commissioner, a learned Pali scholar has been appointed head-master, who will superintend those time-honored studies, which the Burmese consider the most essential part of education; while the assistant will teach Arithmetic, Mapping and Land-measuring. The head-master receives Rs. 30 per mensem, and each of the two assistants Rs. 25. By the last accounts, the school has already begun to prosper under this new arrangement. Thirty-two new pupils have joined; whereas before this change there were only 8. Of the new pupils 21 are boys, and 11 girls.

The introduction of an English element into the 7 schools remaining.

56. In the seven schools remaining, (namely those at Pegu, Gnathaine-gyoung, Myanoung, Yagyeen, Shwè-doung, Poungday, and Allanmyo), it was deemed expedient to appoint head-masters who could teach English, and to employ that portion of the Vernacular teachers whose services were no longer needed in the Town schools, as assistant teachers in the neighboring Indigenous schools. In no instance was an English-teaching head-master appointed except at the declared wish of the inhabitants of each town. In some cases this wish was conveyed to me at a public meeting composed of the principal residents; in others it was reported to my office by Assistant Commissioners or by Deputy Commissioners of districts, or by Deputy Inspectors of Schools. It is not intended that the introduction of an English element into the curriculum shall lower the Vernacular standard, or lead to any diminution in the amount of attention to be paid to Vernacular studies; and thus while Vernacular education will not lose, English education will gain by the arrangement. Arith-

metic, Land-measuring, History and Geography will be taught as before through the Vernacular, and out of Vernacular text-books. English will be taught as a language; and none but those who join the school at a tender age will be encouraged to learn it. Regarded merely in the light of a mental discipline the study of English is worth something, even if some of the students never become proficient in the language, and forget the little they learn soon after leaving the school. But those who receive a good grounding in English at these preparatory schools, and are prudent enough to pursue the study with energy and perseverance, may afterwards repair to the district Middle schools, and from these again to the High schools and Special schools, and thus win for themselves the place for which their natural ability fits them. The great advantage of having preparatory Anglo-vernacular schools in the outlying towns and villages in districts is that they afford a means, in fact the only possible means, of discovering latent ability, which would otherwise have been lost both to the individual and to the State.

Town School, Pegu, Rangoon district.

57. This school has been recently placed under the management of Mr. Ross. It has now some 30 pupils, of whom about two-thirds are young children learning English as well as Burmese. The head-master receives Rs. 40 per mensem, the second Rs, 25, and the third Rs. 20. As one of the assistant teachers knew a little English before he joined the Rangoon Training school, there will be no difficulty in dividing the work equally between the three masters. The inhabitants of Pegu seem to have responded cordially to Mr. Ross' endeavours to establish a good school amongst them.

Town School, Yaygheon, Henzada district.

58. The instructing staff at this school consists of a head-master, Mr. Laws, on Rupees 40 per mensem, and an assistant, a Burman, on Rupees 20. The Burman had some little knowledge of English before he joined the Rangoon Training school. He will help the head-master to acquire Burmese, and the head-master will give him lessons in English. The purely Vernacular school opened soon after the commencement of the present official year did not answer, and the principal inhabitants of the place assured me (at a meeting specially called together for the purpose of discussing the subject) that if English could be taught in addition to, and not as a substitute for, the Vernacular, the school would be well supported. Their re-

quest was accordingly acceded to. The new head-master took up his post only a few days ago; it is too soon therefore to pronounce upon the degree of success likely to attend this plan. Five new pupils, however, joined the school immediately.

Town School, Myanoung, Henzada district.

59. Myanoung is situated on the bank of the Irrawaddy. It was once the head-quarters of the Henzada district. It is still a place of considerable importance, and with Kyangheen to the north, Kanoung to the south, and many large villages behind it in the interior, it is one of the chief centres of communication in the Henzada district. There has always been a demand in this town for a school, where the sons of Government officials and others both in Myanoung and the neighbouring villages could learn English. Accordingly it was resolved to change the status of the Government Town school from Vernacular to Anglo-vernacular; and to give it a character somewhat higher than that of the other Town schools opened during the present year. A head-master was appointed on Rs. 80 per mensem, assisted by a second master on Rs. 25 per mensem, and a third on Rs. 20. The head-mastership was conferred on Mr. Dacosta, late officiating head-master of the Government District school, Shwè-gyen. The arrangement has been only carried out very recently; and the success or otherwise of the plan cannot be estimated till further trial.

Town School, Shwè-doung, Prome district.

60. Shwè-doung is a populous village or town situated on the bank of the Irrawaddy about 12 miles south of Prome and on the same side of the river. The Vernacular school opened there soon after the beginning of the present official year attracted but few pupil until arrangements were made for the formation of an English class. The present staff of teachers consists of a head-master on Rupees 40 per mensem and an assistant on Rupees 25. I examined the English classes. They were composed almost entirely of very young boys, sons of Government officials, retired pensioners, and other influential residents. The English classes seemed very promising. The total number of students by the last account reaches 25.

Town School, Poungday, Prome district.

61. Poungday is situated in the interior of the Prome district. Several months before the purely Vernacular school was opened, the inhabitants had expressed a desire to the Assistant Commissioner to have a school, where English could be taught. The

same desire was expressed on the occasion of my visit. The school has accordingly been re-organized and made Anglo-vernacular. The staff now consists of a head-master on Rupees 40 per mensem, and an assistant on Rupees 25. By the last account the number of students learning only Burmese was about 8, the number of those studying both Burmese and English about 25. I examined the English classes, and I thought them very promising. The children in the English classes were almost all very young, and many of them will probably join the Middle and High schools hereafter.

Town School, Allanmyo, Thayet district.

62. Allanmyo is a large frontier village, situated about a mile above Thayetmyo, and on the opposite bank of the river. The inhabitants did not cordially support the Vernacular school, and asked to be provided with some means for learning English, so as not to be surpassed by their opposite neighbours in Thayetmyo. The request has been acceded to. A head-master has been appointed on Rs. 40 a month, with an assistant on Rs. 25. The arrangement has not long been commenced.

Town School, Gnathaine-gyoung, Bassein district.

63. One chief reason assigned by the Assistant Commissioner for the bad success of the Vernacular school opened in Ganthaine-gyoung was that there was a monastery school in the same town, in which Arithmetic and Land-measuring were being taught. The inhabitants expressed a desire to the Assistant Commissioner that an English teacher might be appointed to the Government school; and the existence last year of a small unaided English school in this town showed that the desire was genuine. Sanction has been accordingly given to the appointment of a new head-master on Rs. 40 per mensem; and the late head-master is now retained as an assistant on the same salary, namely Rs. 25 per mensem. The head-master selected has taken up his appointment, and books and other requisites have been sent to the spot. But no account has yet been received in this office of the number of pupils who have joined the school since these arrangements were carried out.

The Vernacular standard to be aimed at by the Town Schools.

64. The Vernacular standard to be aimed at by the Town schools will be same for all alike, whether English forms part of the curriculum or not. It is the same with a few slight changes as that laid down in para. 11 of the general

scheme of education contained in my letter No. 83-38, dated 20th January 1873, and is as follows :—

(*a.*) The Burmese language and literature including the usual Pali course as taught in the Indigenous schools.

(*b.*) Arithmetic.—All the principal rules.

(*c.*) Mensuration.—As given in Stilson's treatise.

(*d.*) History—History of Burma, Ancient and Modern.

(*e.*) Geography.—Geography of Eastern Peninsula and General Geography.

(*f.*) Mapping and Field-surveying.

The English standard at the Town Schools.

65. The English standard to be aimed that in those of the Town schools, to which English teachers have been appointed, is the same as that laid down in para. 10 of the scheme referred to in the preceding paragraph.

(*a.*) To read aloud with correct pronunciation from an English Reader of moderate difficulty; and to translate on paper from English to Burmese.

(*b.*) To write English sentences from dictation.

(*c.*) To work out questions in the four simple and compound rules in English figures.

Students learning English in the Town schools may study Arithmetic, History, and Geography out of Vernacular textbooks in company with those students, who learn the Vernacular only.

Sanctioned scheme of junior Anglo-vernacular scholarships.

66. In order that the Anglo-vernacular Town schools may receive the degree of encouragement necessary to their success, and may thus be enabled to fulfil their function as feeders to the Middle schools, sanction has been given to a scheme of junior scholarships, the standard of which will coincide with that fixed upon in paragraphs 9 and 10 of the general scheme of education contained in my letter No. 83-38, dated 29th January 1873.

*Vernacular portion.*

(i) To read with fluency and precision from any standard Burmese classic of ordinary difficulty or from a Vernacular newspaper.

(ii) Dictation : About 30 lines from any standard Burmese book of ordinary difficulty would be read out slowly 5 or 6 words being taken at a time,

(iii) Arithmetic : Examples of average difficulty in the four simple and compound rules.

(iv) Pali.—To read with fluency any passage taken from the Mengala Thouk, Pyin Oungin and Atwin Oungin, and to translate into Burmese any Pali word occurring in these text.

*English portion.*

(i) To read aloud with correct pronunciation from some book of moderate difficulty ; and translate on paper from English to Burmese.

(ii) To write sentences from dictation from a book of similar difficulty.

(iii) To work out questions in the simple and compound rules on English figures.

These scholarships will be tenable for two years, and open to any student under 14 years of age. The scholarship, if held in a boarding school, will be paid in the form of gratuitous board, lodging and education ; but if held in a day-school, it will be paid in cash at the rate of Rs. 5 per mensem. The number of scholarships to be double the number of Anglo-vernacular Town schools, so that every year there will be one scholarship to be competed for in each town. It would be premature and useless to attempt to hold any examinations for these scholarships at any time during the next official year ; since the schools will not have had time to prepare the candidates up to the standard required. But it will not be premature, indeed it will be very necessary to send notice at once to the different schools, informing them of the examinations to be held in the year 1875-76, and advising them to commence at once preparing candidates for the examination. Printed notices written in Burmese should be distributed among the inhabitants.

Additional allowance in the form of a result payment to the head-masters.

67. As the salaries of the head-masters at the Anglo-vernacular Town schools are rather too low for men in that position, and as the tuition fee of 8 annas a month, though not too small for the average, is below what some of the parents might

be justly expected to pay, it has been decided as a tentative measure, to be tried at first for one year only, that each head-master shall take as much over the minimum fee of 8 annas due to Government, as he finds the parents are able to pay, and keep for his own private use the additional fees thus collected as a kind of payment for results over and above his regular salary of Rupees 40 per mensem. This will give the head-master some inducement to make himself popular with the more influential residents. But lest he should be tempted to make an arbitrary and unjust use of his opportunities, it has been provided that the question of a parent's pecuniary means must not be decided by the head-master only, but by the local Sub-Committee, the numbers of which will be mostly natives of Burma, and competent therefore to watch their own and their neighbours' interests. To enable the Government to watch the practical working of this experiment, it has been ordered that to every monthly, quarterly, and annual return submitted to the Director's or Inspector's office the head-master shall annex a statement to be signed by the Secretary of the Local Sub-Committee showing the amount of private income realized from month to month by the head-master under the system described.

Head-masters of Town Schools will be required to pass in Burmese.

68. The new head-masters appointed to teach English at the Town schools will, if they belong to the European or Eurasian race, be required to pass in the Burmese language. They have received their appointments on this understanding. The rules relating to these examinations may be seen in appendix B. of the last Administration Report. As the Vernacular will form a prominent study at each of the Town schools, in which the English is taught, it will be very necessary to see that these rules are carried out in due course; otherwise the teaching given at the Town schools will be worthless.

Vernacular Readers for the Town Schools.

69. The elementary Burmese Readers which have been used for many centuries past in all parts of Burma, will it is believed be found as suitable for the Town schools, as they have proved to be for the Indigenous schools. It is possible however, that readers of another kind might be required for the more advanced Vernacular classes. With this object in view reference has been made to the Judicial Commissioner, enquiring whether

any selections could be made from the native or English (translated) law-books, fit to be studied by the more advanced class. Possibly too some elementary books on technical or scientific subjects might by degrees become popular studies; such a book for example as the Burmese version of the pamphlet by Mr. Brown on the treatment of the diseases, to which cattle are subject in this Province. A short treatise on human physiology, with Dr. Mason's *Materia Medica* attached, might also be worth a trial.

Expediency of encouraging the study of Pali at the Town Schools, both Vernacular and Anglo-vernacular.

70. It appears to be an established fact no Government system of Vernacular education is likely to prosper, unless it is coupled with the elementary Pali course, such as is taught in the Indigenous schools from one end of Burma to the other. In consequence of the applications which have been submitted to my office, I have despatched to each of the Town schools the text-books bearing on the Pali course, as far as printed copies could be procured. By the Burmese, the teaching of this time-honored language seems to be considered the most essential part of the instruction to be given to a child. I think it is quite as necessary that Pali should be taught in those schools, to which an English element has been added, as in those, which have remained purely Vernacular. An imperative native custom compels every Burmese student to go through the whole or a portion of this course, at some time or other of his life. It is most desirable that students should have the option of going through it in a Government school, because in the first place it would be taught there by less cumbrous methods than those practised in monastery schools, and in the second place the possibility of learning it at a Government school might induce many students to come at a much earlier age than they would do, if they were compelled to spend their first years of training at monastery schools. It is so very essential that the study of English, if it is ever to lead to any profitable result, should be commenced at a tender age, that I consider the introduction of the Pali course almost more necessary for Anglo-vernacular schools than for those which are purely Vernacular.

Scheme lately sanctioned for enabling the Burmese teachers at Town Schools to teach Pali.

71. It is much to be regretted that the Pali language, or at least those elementary Pali studies which are inseparable from Burmese Vernacular education, formed no part of

the instruction given to the students at the Rangoon Training school, before they were sent out as teachers. As the best means of remedying this effect in their training, a scheme has been lately sanctioned, according to which every Burmese teacher now employed in any of the Town schools (excepting the Mussulman school at Moung-doo in the Akyab district) shall be required to pass an examination in the following test :—

(*a.*) To read with fluency the elementary Pali texts ;

(*b.*) To translate into Burmese any Pali terms occurring in these tests ;

(*c.*) To mention the parts of speech, and show some acquaintance with the principles of Pali and Burmese Grammar.

This test contains nothing more than what is required in the Pali standards for the Indigenous Primary schools ; and is in fact purposely arranged in such a way that the Town schools shall be brought (as much as possible) into harmony with the Indigenous schools. It is provided in the scheme that a man who passes with credit shall receive a reward of of Rs. 50 ; that one who merely passes shall receive nothing ; and that one who fails entirely shall be liable to dismissal. There is no hardship in these rules. The teachers have all had some smattering of the prescribed course in their younger days. The text-books are short and easy. A series of Pali school-books is now being prepared, consisting of ;

(i.) The texts to be studied,

(ii.) A glossary giving the meaning of terms, and,

(iii.) An Elementary Pali Grammar. With these helps, and with the assistance that may be obtained from priests and and learned laymen, the teachers ought to find no difficulty in passing the examination within a twelve-month.

Vernacular text-books on History and Geography.

72. The following text-books are being prepared for the course of History and Geography to be taught in the Town schools :

(*a.*) It is proposed at first to teach no History in Vernacular schools, but the History of Burma, Ancient and Modern. The book which Mr. W. S. Sandys has been preparing for some time past is finished ; a fair copy of the Burmese manuscript is now being made out. The Government translator employed in the Secretariat has consented to prepare an English version for a reasonable remuneration. Sir Arthur

Phayre has kindly undertaken to examine the contents and merits of the History, as soon as he receives the English copy. If the book is approved of, the Burmese copy will be useful for Vernacular schools, and the English copy for Anglo-vernacular.

(*b.*) It is proposed in the junior classes to teach the Geography of the Eastern Peninsula, giving special prominence to the Geography of British Burma. Mr. Croley has now very nearly completed the manual which he has been preparing for some time past. Sir Arthur Phayre, has kindly consented to examine its contents, and give his opinion as to its value as a school-book. Should this manual meet with approval, it can be translated into Burmese for the use of Vernacular schools, while the English copy can be used in Anglo-vernacular schools.

(*c.*) An excellent manual on general Geography, based upon the treatise by the late Mr. Hough, has been written in Burmese by Revd. J. R. Haswell of Maulmain. The publication of this book has been delayed by the unexpected ill health of the gentleman engaged in writing it.

Land-measuring apparatus.

73. For each of the Town schools, both Vernacular and Anglo-vernacular, an indent has been made on the Calcutta Mathematical Instrument Department for the apparatus required for the practical teaching of mapping and land-measuring. The following is the list of articles applied for; one set for each school:—

Iron measuring chains, 100 feet.

Prismatic compass with stand in leather case.

Protractors metal.

Parallel rulers.

Compasses, &c., in box.

Colors, brushes, &c., in box.

The theory of land-measuring will be taught out of the elementary Vernacular manual compiled many years ago by Reverend L. Stilson.

Measures adopted for supplying Vernacular wall-maps to the Town Schools.

74. I regret to say that it has not been possible up to the present time to supply the Town schools with a set of wall-maps, engraved with Burmese lettering. As a temporary expedient a map of the world with English lettering has been

sent to each school. Some six months ago an order was sent to England for a series of blank maps; and it was intended that on their arrival the Geographical names with Burmese lettering should be inserted by the hand. The maps from England have just been received. It would not be safe to have Vernacular maps engraved on steel or stone, until the vexed question as to the proper mode of spelling the Burmese names has been definitely settled; as possibly any system hastily adopted might prove a vicious one, when it would be too late to correct it. In order to procure some kind of unanimity on this point, or at least to find out the best mode of spelling, which the structure of the Burmese language admits of, a list of the English names has been prepared for every map, of which an engraving will have to be taken hereafter. It is proposed, (i) to send round this list to any gentlemen in the Province who are interested in the subject and whose opinion would be worth having, asking each of them to write down every name occurring in the list spelt in his own way in the Vernacular; (ii) when the several lists have been completed, to call a meeting for the purpose of discussing and settling the differences. The end to be kept in view, as it appears to me, would be to make every Burmese name, when it is pronounced, come as nearly as possible to the *sound* of the English name.

Vernacular Atlases.

75. Towards the close of the last official year, an arrangement was made with the Rev. J. R. Haswell of Maulmain to have a small Vernacular Atlas, comprising six different maps, prepared for the use of Government Vernacular schools. These maps are to be printed off six steel plates, which were engraved with Burmese lettering some 12 years ago by Rev. L. Stilson, but which have been lying idle and unnoticed in America all these years. An advance of Rs. 220 was made to Rev. J. R. Haswell for having a certain number of volumes printed and bound in America. As a first experiment it was thought better to print only a few copies. No copies have yet been received.

Controlling Agency of the Town Schools.

76. The Town schools are under the supervision of the District Deputy Inspectors of schools. A Local Sub-Committee has been also appointed to each school consisting for the most part of influential Burmese residents. One of the functions of this Committee will be to decide upon the amount of fee to be paid by

each student. To each Committee there is a Secretary who may either communicate with the Deputy Inspector of schools or with the Director of Public Instruction. The members of the Local Sub-Committee are nominated by the Deputy Commissioner of the district, who is *ex-officio* President of the District or Central Committee.

Suggestions as to the opening of new Vernacular Schools in future.

77. If it should be necessary hereafter to open Vernacular Primary schools, in places badly supplied with Indigenous schools the following precautions seem to be justified by the experience gained during the present year: (i) that none but middle-aged men should be selected for Government training; (ii) that they should be chosen from the village, in which the school is to be opened, or from some other place as near to it as possible; (iii) that the Pali language should not be neglected. I have reason to believe that many men of suitable age and attainments could be found who would be willing to place themselves for a time under Government training, if they were allowed a stipend of Rs. 10 per mensem during the period of tuition for the support of themselves and their families.

Suggestion that aided Vernacular Schools be opened in future rather than Government Schools.

78. Another suggestion that may be worth offering is that, whenever a new Primary school is to be opened in future it might be expedient to place it on the footing of an aided school and not on that of a Government school. It is believed that an aided school would be both less expensive to the Government and more acceptable to the people. The head-master might if necessary receive a building-grant, such as has been given in the current year to the three Indigenous laymen's schools, of which mention has been made above. He might also receive a salary-grant on the same scale as that which has been conferred in the current year on several head-teachers at Indigenous Lay schools. The presents of the villagers would add something toward the teacher's support. The status of the school would thus coincide in every respect with that of an aided Indigenous school. The plan would be less expensive to the Government in the end; and it would probably make the school more acceptable to the villagers, because at an aided or private school the teacher would not be debarred from giving the elementary religious instruction, which by the Burmese is deemed to be the most essential part of education.

## *Middle Schools.*

Number of Middle Schools exclusive of those aiming at a higher standard.

79. If a distinction may be allowed between Middle schools which do not for the present aim at anything above the departmental middle standard, and those which aspire to reach, but have not yet attained, a High school standard, the schools of the former class during the present year have been 18 in number, 4 of which are Government schools, and 14 aided among the last I include the aided Karen schools, which though termed Normal are in reality schools for general education; for the students not only pay for their training, as long as they attend the school, but have full option to take to any occupation they may prefer, after their attendance has ceased.

Distinction between Middle and High schools.

80. Any school, which sends up candidates from year to year for the provincial entrance examination or aspires to do so, will be considered to stand in the middle grade; while those schools, which send up candidates for the provincial certificates or for any of the examinations of Calcutta University will be classed as High schools. The provincial entrance examination is the test for admission into the Government High school classes.

The departmental middle standard.

81. The middle standard, on passing which a candidate may obtain admission from a Middle school to a Government High school, is as follows :—

(*a.*) The English language: Grammar, dictation, pronunciation, translation from Burmese to English and from English to Burmese.

(*b,*) The Burmese language, including an elementary Pali course the same as that taught in the Indigenous schools.

(*c.*) Arithmetic.—The first four rules; Rule of Three; Fractions; Interest, simple and compound.

(*d.*) Mensuration.—An easy course sufficient for the purpose of field-surveying.

(*e.*) History.—The History of Burma,(as soon as the text-book is ready.)

(*f.*) Geography.—The Geography of Burma and the Eastern Peninsula, and General Geography.

Resolution of Supreme Government respecting the choice of text-books.

82. The principle that "the contents of the books to be "taught in schools shall be as much as "possible within easy range of the pupils' "comprehension and ordinary experi-"ence," has been laid down by the Supreme Government in their Resolution No. 143, dated 28th April 1873. If this wise principle is to be carried out in British Burma, it will not be safe to rely entirely upon books published in England and adapted consequently to none but English students; or even upon books published in India: for the traditions, customs, and social life prevailing in the Eastern Peninsula are in many respects very different from those prevailing in the Western. A Committee, composed of several gentlemen of many years' experience in education in this Province, assembled on the 2nd and 3rd July 1873, to discuss the suitability or otherwise of the books which had been used up to that time in Government and aided schools, and to see how far they could bear the test of the principle enunciated by the Supreme Government. It was agreed unanimously that the books hitherto in use were in most cases opposed to that principle; and that it would be expedient to have a series of school-books prepared within the province.

Steps taken in the present year for preparing text-books adopted to the middle standard.

83. The different subjects prescribed in the middle or entrance standard have been so selected, that it will not be difficult to act up to the spirit of the Resolution by the Supreme Government, provided due care is taken in the mode of preparing the text-books required for that standard. A sketch of the series proposed for Anglo-vernacular schools was given in paragraphs 159 to 164 in the last Educational Report. I will now show what steps have been taken since the commencement of the current year, and are still being taken, for having the scheme carried out.

Series of Anglo-Burmese text-books.

84. The principle of teaching one language as much as possible through the other has been strongly and frequently advocated during my incumbency. To this end a series of Anglo-Burmese text-books was designed towards the close of the last official year, and described at length in the last Administration Report. The steps taken during the present year for carrying out the design are as follows:—

*(a.) Anglo-Burmese Spelling Book or Primer.*—A book of this description was written several yeas ago by Mr. Fell,

but for some time past it has been out of print. The copy-right has been lately purchased by Government for the sum of two hundred rupees. Mr. Gray, the head-master of the Government school at Akyab, has undertaken with the assistance of a Burmese teacher, to bring out an improved edition.

*(b.)* A more advanced Spelling Book or Glossary of English and Burmese terms, with a short illustrative sentence against each word both in Burmese and English. The plan of the proposed glossary was described in paragraph 159 of my last Administration Report. Mr. Rawlings, the head-master of the Government school, Mergui, has brought to my notice the existence of an Anglo-Burmese vocabulary in three parts, which has been out of print for the last 10 years, and which would form a very good basis, on which to construct the new glossary now proposed. The first part contains words of one syllable, the second words of two syllables, the third words of any number of syllables exceeding two. Another useful guide in preparing the proposed glossary would be the "School Expositor" written by the Christian Brothers. Part first of this Expositor consists of "helps to correct spelling " and pronunciation"; and most of the helps therein contained could be rendered still more useful to Burmese students learning English, if the Burmese equivalents were given against each English word. Lastly to complete the design as proposed by myself, against every English word occurring in the glossary a short sentence should be written in Burmese illustrating exactly the mode in which such an idea would be expressed in the Burmese language, and then finally each of these Burmese sentences should be translated into English. A glossary prepared on this plan would be at once a guide to spelling, pronunciation, explanation, and translation; and for beginners would dispense with the need of either an English or a Burmese dictionary. Mr. Gray has undertaken to superintend the preparation of this book.

*(c). A Series of Graduated Translation Exercises* :—When a student has acquired some command of the English vocabulary, he should commence the practice of translation. A series of Anglo-Burmese translation exercises is now in the course of prepartion. The Government has purchased the right of local translation and adaptation of Part I of the series of English-Urdu translation exercises written by Mr. Stapley, head-master of the Government High school, Allahabad; and it has also engaged to purchase the copy-right of

Part II recently published. The series now being prepared by Mr. Stapley, is the best book that I have seen in the East for teaching English composition to students of eastern origin. It is in fact the only book that I have yet seen or heard of, which sets out with the principle of teaching English to natives of the East by the same method as foreign languages are taught in England to English students. The Urdu portion of the book has been already translated into Hindi, and Maratti, and Part I has already passed through four editions. To render the book fully suitable for the schools of Burma two things were necessary: first to localize the names and allusions, secondly to render the Urdu portion into Burmese. The original English drafts of the Urdu exercises has been sent to me by Mr. Stapley. The local adaptations are being carried out by Mr. Gilbert and Mr. Aldridge. The Burmese portion will be written by Moung Hpo Moung, the second master of the Prome Government school. The remaining numbers of Mr. Stapley's series will have to be remodelled or modified in the same way as the first, as soon as the local copy-right has been purchased.

*(d.)* The copy-right of the translation of Æsop's Fables by Mr. McKertich has been lately purchased. This book, in the opinion of Reverend J. R. Haswell, will be a good guide to translation for more advanced students. The English is given on one page, the Burmese on the other.

*(e.) An Anglo-Burmese Grammar.*—No such book has yet been commenced, nor have I yet found any one who could undertake to compile it. What is wanted is a little manual containing on one page the English declensions and conjugations arranged at full length in tabular form; and on the parallel page the Burmese equivalents arranged in the same order. If the English portion of the book were written first, it would not be difficult to find some one able to add the Burmese portion. I am aware that while in the English language the changes of number, cases or tense are made by means either of words prefixed or of terminal inflections, the corresponding changes in the Burmese language are made by means of affixes only, and that consequently there is very litttle analogy between the structure of the two languages. This circumstance however would increase, rather than diminish the utility of the book proposed. Dr. Mason has made the following remark respecting a Chinese Grammar, which was written many years ago by Dr. Marshman of Serampore: "A

"gentleman of Calcutta remarked to me sarcastically that "there was little of Chinese Grammar in it. The criticism "was unjust. I afterwards studied the book myself, and found "that there was very little grammar in the Chinese language, "but that Dr. Marshman had compared its imperfect forms "with the more finished declensions and conjugations of the "western tongues, making the work a sort of comparative "grammar, and therefore the more useful to the student." (A Working Man's Life, page 230.) A Burmese Grammar prepared on this plan would be very useful not merely to young Burmese students learning English, but to adult Englishmen desirous of mastering Burmese. In the High school, Rangoon, it will probably not be difficult, when the capacities of the different teachers have been sufficiently tested, to find some one on the staff capable of undertaking the work. There is at present no suitable text-book, so far as I know, on Burmese Grammar. Dr. Judson's is very meagre and uninteresting. Captain Latter's Grammar is a learned and philosophical production, but not adapted to school use. It would be worth while, if a copy could be procured from Mr. Colburn, to examine the Burmese Grammar written in Latin by a Catholic priest named Bartholomew of the 17th century.

Burmese Readers.

85. For Burmese Readers, I have been advised on all hands to make selections from the national literature; and not to resort to books prepared by European scholars; as the idiom adopted by modern scholars can be seldom or never made entirely to agree with that which is used by the Burmese themselves. A carefully revised edition of the Nemî-zat is now being printed at Bassein; and the elementary Burmese and Pali Readers which are now being prepared for the use of the Indigenous schools, (of which an account has been given above,) will probably be found equally popular in the Government schools.

English Reader.

86. An English Reader, which I have not yet seen, has been prepared by Mr. Gray, the head-master of the Akyab Government school. Mr. Simeon, (the late head-master of the Government school, Shwè-gyeen, and the head-master elect of the new school to be opened in Bassein), engaged before leaving the province on sick certificate to employ his leisure during his absence in preparing a series of Readers for the use of the Anglo-vernacular schools of this Province. By the accounts which he has

sent me from to time, the series is now almost completed. No promise however was made that his Readers would be accepted. He will submit them for inspection on his arrival in Rangoon.

Text-books on Mensuration.

87. As it is believed that mensuration is a subject of great importance to the majority of lads attending the district schools, and that it would be studied with more advantage out of vernacular than out of English text-books, 30 copies of Stilson's Vernacular manual on the subject of Land-measuring have been sent to each of the district schools. If afterwards they can study Todhunter's manual for beginners, (written in English), it will be advisable. An indent has been submitted to Calcutta calling for the same supply of instruments and apparatus as that which has been ordered for the use of the Town schools. A list was given above in paragraph 73.

Text-books on History and Geography.

88. The course on History and Geography will comprise the History of Burma, the Geography of the Eastern Peninsula, and General Geography. An English version of the History of Burma written by Mr. Sandys, and Mr. Croley's manual on the Geography of the Eastern Peninsula, will, as stated above, both be submitted shortly to Sir Arthur Phayre; and if they meet with his approval, they will be adopted as text-books for the Middle schools of this Province. The books on the General Geography published in England say so very little about Burma, and that little is often so erroneous, that it will be advisable to have a text-book specially prepared within the Province. An English translation of the Vernacular manual by Reverend J. R. Haswell will answer every purpose. It will be very convenient to Burmese students to be able to refer at any time to the Burmese original, should the sense of the English cause any difficulty.

Submitted scheme of Middle or Entrance scholarships.

89. In order to encourage the Middle schools both Government and aided to work up to the standard prescribed for schools of that class, a scheme of entrance scholarships has been submitted for the next official year. The subjects of examination for these scholarships would, as the name implies, coincide entirely with those prescribed for the entrance or middle standard, of which an account has been given above. The number of scholarships proposed for the

ensuing year is 30. The value of each scholarship, if held at a day-school, to be Rs. 5 per mensem; and if held at a boarding school, to be paid in the form of gratuitous board, lodging and tuition.

*(a) The Government Schools.*

Present number of Government District Schools, and sanctioned establishment of two more.

90. The 4 Government district schools are situated at Kyouk Phyoo, Prome, Shwè-gyeen, and Mergui, respectively. Two more will before long be added to the number, one at Bassein, the other at Tavoy. The school house at Bassein will be finished by the middle of April next, and Mr. Simeon, late head-master of the Shwè-gyeen school, (now absent on sick leave) has been selected head-master. Sanction to the establishment of a district school at Tavoy has been received only recently, and consequently the ings required have not yet been commenced. There is every reason to hope that these six schools will set the example to the aided schools in sending up candidates from year to year for the provincial entrance test.

Scheme lately submitted for attaching Karen pupils to Government District Schools.

91. There is a large portion of the Karen population in British Burma which has never yet been reached by any educational agency of any kind whatever. What has been done for the Karens hitherto has been done by Missionary Societies, aided in some instances by the State; but the Government has not yet instituted any direct action of its own. A scheme has been lately submitted from this office, the object of which would be to attract Karen pupils to the Government District schools, and through their means establish primary schools to teach the Burmese language among the illiterate and neglected Karen villages. The Government schools which could be made subservient to this end are those at Shwè-gyeen and Maulmain, and those shortly to be established at Rangoon, Bassein and Tavoy; making in all five. As a first step towards attracting Karen pupils from the interior of a district to the Government school at head-quarters, it would be necessary to place at least one Karen on the staff of teachers at that school; and two Karen teachers would be still better. Since probably it would not be possible at present to find any Karen youths sufficiently versed in the Burmese and English languages to be able to serve efficiently in such a capacity, it would be necessary to devise some means for creating them. The following means

are suggested. In each of the districts concerned two or three young men might be selected from the Missionary school or schools at head-quarters, and these several batches combined might then be formed into a Normal class, and placed as boarders free of charge in the Central Government institution at Rangoon, where they might undergo a special training for two or three years in the Burmese and English languages. At the close of the Normal course each batch might be sent back to the district from which they came, and placed as teachers on the staff of the Government head-quarters school in that district. When this point has been gained, Karen pupils from the interior might be induced to join the Government school at head-quarters, (a boarding house having been first provided for their accommodation), in the same way as they have long been used to attend the central missionary school or schools in the same district. In school hours the Karen boarders would mix freely with the Burmese day-scholars, and the competition would probably be of some benefit to both. Those who make the best progress might afterwards repair to the High school in Rangoon to compete for the provincial certificates against Burmese or European rivals; while those who are more backward or less ambitious might be sent out into the district to open Burmese-speaking primary schools aided or supported by Government, among those neglected Karen villages in which no schools of any kind at present exist. I have discussed this project lately with one or two Deputy Commissioners, and also with one or two Karen Missionaries; and in every instance a favorable opinion was expressed as to the feasibility of the plan, provided sufficient tact and precaution were used in working out the details. It would take a few years, however, before actual results could be shown. The proposed Normal class, composed of Karen youths selected from Missionary central schools, might be placed in the Rangoon High school within one year from the present time, when the new school building will have been completed. The training itself would take about two years more. Thus by the end of three years it might be possible to send out Karen teachers to the different Government district schools; and when this point has been gained, the rest would soon follow. The introduction of such a plan, or something similar to it, would mark a new era in the history of Karen education in British Burma. At present the Karens complain, (so at least Missionaries inform

me), that their contributions to the cess funds of the district are spent in educating the Burmese. The establishment of primary village schools in the interior, by the means above suggested, would afford a practical proof that the Government feels a real concern in their welfare. For primary schools, in which Karen children could at once begin the study of the Burmese language, it would perhaps be necessary to prepare a series of bilingual spelling-books and readers; but this would be a matter for future consideration.

Local controlling agency to District Schools.

92. To every Government district school, a district Committee of Public Instruction has been appointed composed of European and Native members, all of whom are residing on the spot. The Secretary of each Committee is the head-master himself, as it was believed that the current official correspondence connected with the school should properly devolve upon him, and not upon men, whose time and thoughts were constantly employed on other subjects. The Deputy Commissioner of the district is the President of the Committee *ex officio*. Members of the Committee are appointed month by month to act as visitors in turns, one in each month, and to record their remarks in the visitors' book. The school accounts are examined and passed once a quarter by the Committee, prior to submission to the Director's office. So also the annual report. The Committee take part in the annual examination for the promotions to be made next year and for the prizes to be awarded. The plan of making the head-master himself conduct the current official correspondence with the Director has been decidedly beneficial in various ways: hints casually thrown out by the head-master on points, which no one but the head-master could know or think about, have enabled me to exercise a much more vigilant control.

Rule that European and Eurasian officers shall pass in Burmese.

93. It was decided last year that the European and Eurasian teachers in Government schools must make themselves acquainted with the Burmese language. Until this principle has been carried out, it is impossible that the teaching given at the Anglo-vernacular schools can be other than superficial and in fact almost useless. The rules relating to the several tests were published in appendix B of the last Administration Report. Besides the compulsory tests, there is an optional standard more difficult than these; and any ungraded officer

in the department passing this standard will receive the same reward as that given to officers in the British Burma Commission, namely Rs. 500. The rules have been so lately issued that no candidate has yet come forward even for the lowest of the two compulsory tests; but many of the European and Eurasian teachers are now making considerable progress in acquiring the Burmese language. At Mergui especially, the improvement which has taken place, owing to the increased attention which Mr. Rawlings has paid to the Vernacular, has been thus noticed by the Commissioner of Tenasserim. "I "found great improvement in the scholars. The boys now "know the meaning of the English words they read in their "books. I attribute this improvement entirely to greater at-"tention being bestowed on the study of the Burmese lan-"guage; and the teachers being able to explain in Burmese "the meaning of English words."

Kyouk Phyoo Government School Report and proposals by the late Commissioner of Arakan.

94. As I was not able to inspect this school myself, I cannot do better than quote some of the remarks made by the late Commissioner of Arakan, who visited and examined the school on the 2nd October 1873.

"I believe it is mainly due to the great exertions of Mr. "Hughes that there is now such a satisfactory number of "boys, nearly 80, in attendance. The pronunciation of all "of those whom I have examined is very indifferent. Spelling "good, writing from dictation excellent, hand writing good, "Arithmetic fair, and Geography also I think satisfactory. "I examined only the 1st and 2nd classes.

"Mr. Hughes may be depended on to do all that can be "done for this school. With such poorly remunerated third "and fourth masters, (only boys can be obtained for such in-"adequate salaries), an undue proportion of work must fall "on the head and second masters, mainly of course, (and as "to the pronunciation I may say nearly wholly), on the head-"master. Unless better paid third and fourth masters can "be allowed, I should not be hopeful of the pupils of this "school ever attaining a high standard in the curriculum."

"The Second master may be as good as can be got for the "very small salary now allowed; indeed I believe he is. "The head-master is entitled I think to a better paid and "better qualified man. This man is a respectable Arakanese

"Mahomedan, who as I have said appears to be worth his "salary; but Rs. 60 can hardly be allowed to be a sufficient "salary for a master, who is the head-master's only really "efficient assistant, the only one who can even temporarily "relieve the head-master of any part of his duties."

"Finally I must say that I think this school on its pre-"sent footing is not an institution which answers the ob-"jects of a school of its class."

In consequence of the numbers of the 4th class having been too numerous for a single master to manage, sanction has been given to the employment of a pupil-teacher or monitor on Rs. 5 per mensem, to be selected by the head-master from the students of the 1st class, and to be retained only so long as his services continue to be required in the 4th class.

Prome Government School.

95. Inspected on 8th November 1873. This school continues to make fair progress; but the numbers remain stationary. The first class, consisting of 9 students, was examined in English, Dictation, Grammar, Arithmetic, and Geography. The reading was fluent, and the pronunciation in some cases very creditable; but the class failed as a whole in parsing. The principles of Grammar were not properly understood; and I ascribe this failure chiefly to the fact that the teacher has not yet learned the art of explaining the principles of English syntax by illustrations taken from the Burmese language, with which the students would be at once familiar. In Arithmetic and Dictation the quality of the answers was not above moderate. In general Geography the class answered very fairly; but in local Geography they knew next to nothing. I found that the class was in the frequent habit of translating from English to Burmese; but that they seldom or never practised translating from Burmese to English, a point to which even greater prominence should be given in the upper classes of Middle schools.

The second class passed a fair examination in reading and elementary parsing; but failed in dictation. In Arithmetic the results were not satisfactory.

In the third class the reading and parsing were creditably done, and I noticed that much improvement had been made in pronunciation, since I examined the school in the previous year. In Arithmetic the results were not above moderate. The fourth class is composed only of beginners.

It is surprising that in such a populous town as Prome the numbers do not increase. The school-house is a large and airy building; and the head-master appears to be popular both with the pupils and with the inhabitants. The school has been on the whole favourably reported, since the time when he took over charge. I believe that competition for an annual Government scholarship, enabling a student to proceed to the High School, Rangoon, and carry on his studies there free of cost, would do much good, as it would give both the teachers and scholars a distinct object to work for. The school might easily prepare candidates for the provincial entrance test, as soon as the system of local examinations is put into effect: and this too would help to throw new life into the working of the institution.

Mergui Government School.

96. Inspected 1st and 2nd September 1873. The school opened on 1st April with only 23 boys. The falling off in numbers was due to several causes. Some uncertainty existed, as to whether the school would be continued on its present footing; and as it was generally believed by the inhabitants that the teaching of English would be discontinued, many of the parents took away their children. A further loss was occasioned to the school by the opening of another English school in the same town, in connection with the Catholic Mission; this new school took away 7 Christian pupils at one sweep from the Government school. At about the same time 10 boys of mixed Chinese extraction left the Mergui school to repair to Penang, where probably they intended to learn Chinese side by side with English. To crown the misfortunes of the Mergui school, a Chinese teacher from Penang came and settled in Mergui, and opened a Chinese school there for the children of the Chinese settlers. I found, too, on the occasion of my last visit, that there were some 5 or 6 little English schools in Mergui, three of which were kept by Government officials; as no fees were charged in these schools, some few pupils were by this means drawn away from the Government school, notwithstanding the fact that in the free schools they learned very little and that very imperfectly.

It is no wonder that with all these heavy drawbacks the Government school at Mergui remained for several months during the present year in a very languishing and depressed state. I took care, on the occasion of my visit, to inform the

inhabitants that unless they supported the school, it would certainly be closed, and that they would find the little English schools, which they were in the habit of encouraging, poor substitutes in the long run for the loss of the Government school. The Deputy Commissioner has done much since then to lead the inhabitants to take more interest in the school. The head-master and second master have visited the parents. By the last letter from the head-master, I was glad to learn that the numbers had increased to 55, and that it had become necessary to re-employ the 4th master. The school may now be considered to have rallied.

On examining the students present, I found that there was a decided improvement since last year, especially in the first class, where the boys did creditably in every subject. The standard reached was not high; but the students appeared to be well grounded. Owing to the increased attention paid to the Vernacular during the present year, the pupils are now able to understand what they learn from English books, and to translate from one language to the other.

The school-house, commenced in the year 1872-73, has been finished and used for several months past. A private dwelling house for the use of the head-master will be erected next year. Owing to the large and constantly increasing immigration of Chinese into the Mergui district, who as a rule are keenly appreciative of English education, it may be hoped that the Mergui school will one day hold a prominent place among the Middle schools of the Province and pass several candidates from year to year for the provincial entrance test.

Shwé-gyeen Government School.

97. Inspected 15th December 1873. The time of my examination of this school was made to coincide with that of the annual examination to be held at the close of each calendar year by the District Committee of Public Instruction; and the prizes were distributed by me on the day following.

I cannot say that I was satisfied with the results exhibited in either of the 4 classes; but I was better satisfied with the second class than with the first, because the second master being a Burman, and therefore not ignorant of the Burmese language, had succeeded in making the students understand the sense of English terms, whereas the students in the first class seemed to understand nothing.

The standard reached is at present very low. In the first class the reading book used is of quite an elementary character, in parsing nothing beyond a knowledge of the parts of speech had been attempted. In Arithmetic their knowledge of numeration was inaccurate; and they had barely commenced the rule of Vulgar Fractions. In Geography the answers given were unsatisfactory: not a boy in the class could say where the Sittang river was.

In the second class, the reading and explanation of terms were fair. In Arithmetic the students passed a moderately good examination in the simple and compound rules. In Geography they showed a correct knowledge of the chief cities and rivers of India, and could answer general questions on the Geography of Asia and Europe.

In the third and fourth classes the results exhibited were similar in proportion to those displayed in the first class.

There is no objection to the standard being low, in a school which has not yet been three years in existence: but it might be expected that the subjects studied would be more thoroughly mastered. No doubt some allowance must be made for this failure owing to the want of efficient teachers for the elementary classes, and owing to the fact that neither of the men, who have served as head-masters during the present year, had had sufficient time to make themselves masters of the Burmese language. But the Mergui Government School has had very much the same difficulties to encounter, and it has produced better results within the same period. Unless the Shwè-gyen school can prove itself capable, after due time has been allowed it, to work up to the provincial entrance test, it will fail to carry out the object of its existence.

Mr. Thomas has been lately transferred from Prome to the substantive head-mastership of the Shwè-gyen school. The Prome school has improved much since Mr. Thomas took charge; and it is hoped that with the experience he has now gained in Burmese schools he will ere long bring the Shwè-gyen school up to the same level.

### *(b.) Aided Schools for Burmese, &c.*

St. Paul's Institution, Rangoon, Catholic Mission.

98. Inspected 30th September 1873. The first class consisting of 20 students, was examined in Reading, Dictation, Arithmetic, Algebra, Geometry and Geography. In par-

sing, explanation of terms, and explanation of context the quality of the answers was not above moderate. An exercise in dictation was very creditably done. In Arithmetic, about half the answers to each question were brought out right. In Algebra, the students worked out a very easy question in simple Equations. In Geometry they had finished the 1st book of Euclid; and the proposition I set them was demonstrated by a native of Burma, after a failure by a native of India. In Geography the questions were fairly answered.

The second and third classes were examined in Reading, Parsing, Dictation, Arithmetic and Geography; and the results were on the whole satisfactory.

The school might, with very little change in its curriculum send up candidates from year to year for the provincial entrance test. As soon as the system of local examinations has been set on foot, it will rest with the Superintendent to decide to what standard he will desire to bring the school; whether he will be content that it should prepare candidates for the provincial entrance test; or whether he will desire to form a high department for teaching students up to the Government High school standards or up to the Calcutta University standards. The school is one of the best of the aided schools in the Province, and has a good reputation among the inhabitants of Rangoon in consequence of the careful and systematic training given by the Christian Brothers. The majority of the students are of European or Eurasian descent; but there is a large admixture of pupils of Burmese or other origin.

St. Patrick's Institution, Maulmain, Catholic Mission.

99. Inspected 21st August 1873, and the day following. The first class, consisting of 34 students, was examined in Reading, Grammar, Arithmetic, Geography, Algebra and Mensuration. In each of these subjects I considered the answers given by the most advanced students satisfactory on the whole. I see no reason why the school should not prepare candidates for the provincial entrance test, should the managers make the effort. The curriculum would not require much alteration. But the teachers labour under the disadvantage that their classes are rather too large to be dealt with in such a way as would render success more certain.

100. Inspected 26th July 1873. Two entirely different schools are comprised under the name given collectively to this institution. One is composed exclusively of Karens; the other of students of Burmese, Eurasian, or Tamil orgin.

St. Peter's School, Bassein, Catholic Mission. Suggesting as to amalgamating the two different departments.

In the Karen school, the only two languages ever taught or spoken are Burmese and English; the greater prominence being given to the former. I examined the more advanced students in Grammar, Algebra, Geometry and Arithmetic; but some of the pupils study subjects much higher than these. One boy is studying Trigonometry. The Burmese language is thoroughly and systematically taught; and the text-books used are the national Burmese classics, such as Laukanîdit, Zanecka Way-than-dayâ &c., But Father DeCruz complains that the Karens have seldom any opportunity afforded them of turning their abilities and attainments to account; and hence the inducements to learn are very small. If greater prominence were given to English, so that the more advanced students might become sufficiently versed in the language to dispense with the use of Vernacular text-books in such studies as History and Geography, and if English composition and translation were constantly practiced, I cannot doubt that many candidates from the Karen branch of St. Peter's school would be able to pass the provincial entrance test, and from this repair to the Government High school in Rangoon, to compete for the provincial certificate and enter one or other of the special schools. The Karen students would then find the inducements to study, which are at present wanting. In the High school at Rangoon, they would find several different openings, adapted to different tastes and capacities.

In the other school, the only language regularly taught is English; the Burmese language being resorted to only when its help is required for purposes of explanation. This school has improved since the last time I examined it. The students in the senior section of the first class were really well grounded in the principles of English Grammar. The standard aimed at is not high. The knowledge of Geography possessed by the most advanced students scarcely went beyond the limits of Asia. Only 4 boys in the school had commenced the Rule of Three; nevertheless the school was, within its limit, in a fairly efficient state.

It seems to me that it would be quite possible to amalgamate these two schools together; and I believe that the union would be much to the benefit of both, while at the same time it would effect an economy in teaching power. In the Government school at Shwé-gyeen, which is composed of Burmese and Eurasian pupils, there are some 4 or 5 purely Karen pupils in regular attendance, who have been introduced by Revd. Mr. Harris of the Baptist Mission. It has been found that students of Burmese and Karen races work very well together in the same class. The antipathy of race is becoming less every year under the equalizing influence of British rule, and the free competition of intellect commenced in boyhood must tend more and more to produce this desirable result. There is no school in the Province, which presents such facilities for carrying out these principles as St. Peter's school, Bassein. Here, with nothing but a plank wall between them, is a Karen school working side by side with a Burmese and Eurasian school, and yet all the advantages which could be derived from uniting them into one are at present thrown away. The languages studied, and the curriculum pursued in each school, are sufficiently analogous to render the amalgamation easy. In both schools the English language is taught already; and if greater prominence were given to the Burmese language in the non-Karen branch, and greater prominence to English in the Karen branch, the curriculum of the two schools would become identical. The combined school could then easily prepare for the provincial entrance test, and the competition for an annual Government scholarship could scarcely fail to induce students of whatever race to respond more heartily to the efforts of their teachers. I commend these views to the consideration of Bishop Bigandet, in the hope that unless any objections may exist which I have not been able to forsee, he may think them worthy of adoption. Bishop Bigandet has already long since taken the one great step necessary for placing the Karens on a level with their old oppressors, the Burmese, by prohibiting the use of the Karen language in all schools under his superintendance. It only remains to have students of the two races studying together in the same classes and competing for the same rewards.

The Industrial branch is attended only by students of the Karen school. It is one of the best kind in the Province. The carpentry done by the pupils is really very neat and well

finished. In printing and book-binding they are so far proficient that Father DeCruz has undertaken both to print and bind for Government an edition of the Nemî-Zat, and the Government has accepted the offer.

Catholic Aided School, Tounghoo.

101. Inspected in company with the Deputy Commissioner on 11th December 1873. This is the only Anglo-vernacular school in Tounghoo at which the majority of the pupils are Burmans. The other schools in Toungoo are the two Karen schools under the management of Revd. Mr. Bunker and Revd. Mr. Crosse respectively, the Shan school managed by Revd. J. N. Cushing, and the Karen institute lately given up by Dr. and Mrs. Mason. The Catholic Aided school is therefore the only seminary in Tounghoo, in which the Burman element exists; and yet Tounghoo is a thoroughly Burmese town.

I examined the first class in Reading, Parsing, Dictation, Translation, Arithmetic and Geography. I was on the whole much pleased with the results. It is the only school in Burma in which the all-important principle of teaching the two languages collaterally has been for some years past steadily carried out. The students could translate fluently, and were never at a loss to explain the meaning of an English word occurring in the book. An exercise in oral dictation, a practice to which the students were entire strangers, was done so well in spite of its novelty, that the teachers themselves were surprised. In Arithmetic the class did not do well: in Geography the answers were satisfactory.

This school will have no difficulty in preparing for the provincial entrance test or for the entrance scholarships. The principle so much enforced in these tests of discouraging mere book-learning, and insisting that the students shall understand what they learn, be the standard ever so low, is already established in the school under report.

Aided School, Henzada S. P. G.

102. Inspected 17th November 1873. This school has on the whole maintained its reputation. There has been no change in the status of the school, the staff of teachers the number of scholars, or the amount of grant given by the State. The first class failed with some exceptions in Arithmetic. In reading, parsing, explanation of terms and sen-

tences, and dictation the pupils did very well. For example, in dictation, three students in the upper section made 1 mistake, five made 2, two 3, and two 4. These results are satisfactory: and there is every reason to hope that the Aided school at Henzada will be among the first of the Middle schools of the province to send up candidates for the provincial entrance standard.

Aided School, Thayetmyo S. P. G.

103. Inspected 6th November 1873. In the last Administration Report, I was compelled to give a very unfavourable notice of the state of this school. This year I am able to record that a decided improvement has been exhibited; and it is hoped that the school will still go on progressing, until it can prepare candidates for the provincial entrance test. The pronunciation of English was still faulty; but the parsing was very much better. No text-book on Grammar is now used in the school; the principles of Grammar are taught orally by Mr. Chard himself, and the students have certainly improved under this mode of instruction. In Geography the answers were fair on the whole: in Arithmetic the students were less successful.

Mr. Sandys' Anglo-Vernacular School, Rangoon.

104. Inspected 25th September 1873. There were 7 students present in the first class. The reading and pronunciation were fair, the parsing indifferent. In English History the knowledge was very scanty. In Arithmetic all but 1 failed in numeration, all but 3 failed in compound long-division, all but 3 failed in addition of fractions, all but 2 failed in simple proportion, all but 3 failed in simple interest. In dictation one student made 3 mistakes, one 7, one 9, one 10, two 16 and two 18. In Geography the answers were more satisfactory.

I regret being compelled to report thus unfavorably of the proficiency displayed by the students of the first class in Mr. Sandys' school. The reason is obvious. The class has no regular teacher. Mr. Sandys has been attempting to make up for the want by dividing his time between the students of this class, and those of the Government Vernacular Training school, which is carried on in the upper story of the same house. The result is only what could have been anticipated from such an impracticable arrangement.

In the 2nd 3rd and 4th classes the results were not above moderate. The most noticeable defect displayed in these classes was that the pupils had not been well grounded.

As Mr. Sandys' services are no longer required for the Training school, and as he has refused an appointment in the High school, Rangoon, it is hoped that he will find time and energy for improving his private school and rendering it worthy of a continuance of the grant. The school will be expected to prepare candidates for the provincial entrance test, and go as much higher as it can.

Moungan Anglo-Vernacular School, Maulmain.

105. Inspected 30th June 1873. The school is under a head-master of purely Burmese origin. The students passed a fair examination on the occasion of my visit; and the orderly way in which the registers have been kept and discipline enforced, certainly does credit to the head-master. It has been found, however, after full trial that the pecuniary resources of the school are not sufficient to admit of the employment of efficient masters to teach the lower classes; and that the teaching given in the highest class is not such as will be ever likely to qualify the students for passing the provincial entrance test. It has been decided therefore to amalgamate this school with the Government school in the same town, the arrangement to commence from the 1st day of the next official year. The head-master will be the 3rd master on the staff of the Government school, and receive a salary of Rs. 100 per mensem, a sum equal to that now given as a monthly grant to the school under report. Two advantages will be gained by this arrangement; (i) the Government will be put to no additional expense, while the income from tuition fees received at the Government school will be much increased; (ii) the students imported from the Moungan aided school will be placed within reach of more efficient teaching. The site for the new school-house now being erected for the Government school is situated about half way between the old site and the Moungan quarter, and thus the inhabitants of this quarter will suffer no great inconvenience from the loss of the aided school to which they have been accustomed in that neighbourhood.

Town School, Tavoy.

106. Inspected 30th August and 3rd September 1873. This school has made satisfactory progress since last year. The numbers

have risen from 35 to 43, and the proficiency of the students has not been stationary. Under the instructions which the head-master, Mr. Simeons, received from me last year, he has steadily pursued the system of teaching the two languages side by side. Every English lesson is translated, and even the Burmese copy of Stilson's Arithmetic is as much used as the English. Mr. Simeons' acquaintance with the Burmese language has enabled him to follow out the only system, by which the students can be made to understand what they learn.

In answer to the request of the inhabitants, and in accordance with the recommendation of the District Committee, it has been decided to convert the aided school under notice to a Government District school, on the standard plan adopted in the head-quarters stations of other districts. Mr. Simeons will do very well for the post of second master on the new establishment. For the post of head-master it will be necessary to select some one capable of teaching up to the provincial entrance standard.

Town School, Ramree.

107. I had intended inspecting this school in the tour in the Arakan division, which I had reserved for the remaining months of the official year. The school kept by the Burman in this town no longer receives aid from Government, and the school now under notice is that kept by Mr. McKertich, author of the translation of Æsop's Fables, the copy-right of which has been purchased by Government. It is very important that this school should be inspected, as the Government aid was transferred to it from the school kept by the Burman on account of its alleged superiority. Mr. McKertich is a good Burmese scholar; and he is teaching Land-measuring out of a Vernacular text-book.

### (c.) *Aided Schools for Karens.*

Karen School, Maulmain, Baptist Mission.

108. Inspected 5th August 1873. The number on the rolls was 48. Since my last visit a Burman teacher had been employed; and *every* pupil in the school is now learning Burmese. It was at the express wish of the students themselves, as the Superintendent informed me, that a Burman teacher had been employed; and I was told by the same

gentleman that unconverted Karens in the villages of the Amherst district had applied to him to send them a Burman teacher to teach them Burmese. These facts would lead one to suppose that those managers of Karen schools, who do not attach much importance to the teaching of the Burmese language, are behind the age; and that the views of Government are fully endorsed by the Karens themselves. In the school under report, a desire has been lately expressed by nearly half the students to learn English. I hope that means will be found for satisfying this desire and bringing it to good results. A commencement has been already made with 18 pupils. If the two languages, Burmese and English, are regularly taught from the very commencement, the school will be able to send up candidates from year to year for the provincial entrance test, and thus further the views of Government, and promote the interests of the Karens in the Amherst district.

**Pwo Karen School, Bassein, Baptist Mission.**

109. Inspected 20th July 1873. The numbers had much increased since the time of my visit in 1872. The numbers then were from 50 to 60; now they are from 80 to 90.

In the whole school there are 24 students, male and female, learning English, and 22 learning Burmese; all study the Pwo Karen language, which is the mother tongue of the students, and the language in which almost every subject is taught at present.

The attention which is now beginning to be paid in this school to the Burmese and English languages is a step in the right direction. There are two classes learning English, one composed of ten, the other of 14 students. The superintendent informs me that he has found this study a useful bait for drawing more pupils into the school, as well as a healthy mental discipline for the students. I was glad to observe that the female pupils were encouraged to learn English as much as the male; and that no age was considered too young for the commencement of the study.

The introduction of the Burmese language into the school curriculum, like that of the English language, is a thing of recent date; but, as the Superintendent informed me, this portion of the work was not yet organized as fully as it will

be hereafter. At present the Burmese studies are as follows:—12 pupils are reading from rather a difficult book, namely, Dr. Steven's General History written in Burmese; 8 were learning to read and write; and 2 are learning Geometry in the neighbouring Burmese school under the management of the Revd. Mr. Jameson, in company with the Burmese students. The facility with which the Karen students have learned to read History and study Geometry in the Burmese language, and this after a preparation of only a few months, shows how easily the Burmese language comes to them, and how very unnecessary it is to perpetuate an isolated dialect such as the Pwo Karen language.

It is under consideration to form a land-measuring class, to be composed partly of Burmese pupils from Mr. Jameson's school, and partly of Karen pupils from the school under report. This seems to be a very good project. Land-measuring will form an useful addition to the school curriculum; and the plan of making the Burmese and Karens study together is one which cannot be too strongly advocated or too extensively practised. Whatever may be the wishes of the Government respecting the disuse of the Karen language, or whatever may be the sentiments of the Karens themselves on this subject, Missionary enterprize cannot propose to itself a nobler object than to obliterate race-antipathy.

It should be stated in conclusion that the classes which I examined with the help of Mrs. Goodell and Miss Higby acquitted themselves very creditably on the whole. I trust the school will ere long be able to send up candidates for the provincial entrance test, at which the subjects of examination will be much the same as those, to which the school is now beginning to turn its attention.

Sgaw Karen School, Bassein, Baptist Mission.

110. I visited this school on 27th July; but unfortunately it was not in session.

This school receives a grant of Rs. 2,000 per annum. It has not however up to the present time evinced much capacity or inclination for adapting its status to the general system of education which it is the object of the Government to carry out. I cannot say that I consider it is working in harmony with the views of the Education Department, or even with the sentiments of the Karen themselves. Out of the large

number of students trained in this school, only 4 at the time of my visit were learning the Burmese language. A school that has been established for so many years and has done so much to raise the intellectual condition of the Karens, will no doubt continue to be respected by those who have profited by its teaching: but I have good reason to believe that it would be more appreciated than it is, if the Karen language were discontinued in the curriculum and the Burmese substituted in its place. If the school gave its whole strength to Burmese and English, the students would be in a position to compete for Government scholarships and Government standards, and the Karens themselves would be the first to reap the benefit. The object of the Government policy regarding these schools is to place the Karens entirely on the same level, both social and intellectual, as the Burmese; and this result can only be brought about by giving them the same kind of education, and directing their energies toward the attainment of the same ends. It is not easy to see why these aims should be incompatible with Missionary efforts.

Karen School, Henzada Baptist Mission.

111. This school was not in session at the time when I visited Henzada. I reported favourably of this school in the last Administration Report, and drew attention to the steps that were about to be taken by its able manager, Revd. Mr. Smith, for introducing the study of Burmese as a regular part of the school curriculum. In an official letter addressed to this office, Mr. Smith expressed a readiness to prepare candidates from time to time for the new entrance standard into the High school, Rangoon; but represented, with justice, that it must be a work of time, and that the transition must be gradual. Hitherto almost all instruction has been given in the Karen language, and English taught only to the more advanced students, and even then as a subject of very secondary importance. The only way therefore in which the transition can be effected will be to give greater prominence to English and commence it at a much earlier stage in a pupil's education. With the Anglo-Burmese Primers and spelling books in the course of preparation, I do not anticipate that the collateral study of the two languages will present much difficulty to the Karens, since most of them already know the Burmese language colloquially, and when they come to learn it by the book, they seem to master it in a few months, and read and write it quite as fluently as if it were their mother tongue.

## MIDDLE SCHOOLS AIMING AT A HIGH STANDARD.

Number of Schools aiming at a higher standard.

112. The schools of this class have hitherto been 5 in number, and are as follows :—The two Government schools at Akyab and Maulmain respectively; and 3 Aided schools, namely St. John's College, S. P. G., Rangoon, the Diocesan school, Rangoon, and the Town school, Maulmain. The standard proposed for these schools was the entrance examination of Calcutta University, to be followed in due course by the First Arts standard, or as much higher as the students could go in the University tests.

Introduction of provincial standards in Government Schools.

113. As no school in this Province after 5 or 6 years' trial had passed any candidates for the Calcutta Entrance examination, much less for the First Arts degree, it was proposed and decided last year to introduce a system of provincial standards, as has been done in Ceylon, and to a limited extent in the Punjab and in Lower Bengal, and as was suggested one or two years ago in the Hyderabed Assigned districts. The provincial examination will at first be made considerably easier than those of the Calcutta University. As competition increases, and a greater number of candidates come forward from year to year, the severity of the tests will be increased in proportion. But at first the local examinations must not be made so difficult as to discourage the most advanced students from the different schools from coming forward, as has been the case hitherto with the Calcutta standards : for until a commencement has been made, it is impossible that a spirit of emulation can be brought into existence.

Provincial standards optional with Aided Schools.

114. The Aided schools will have the option of working for the standards of the Calcutta University, if they prefer these to the local tests. In selecting candidates for Government employment no preference will be shown to men who have obtained the provincial certificate above those who have passed University examinations. Graduates of any Indian University, provided they have passed in the Burmese language, will be fully entitled to admission into any of the Special schools to be opened in Rangoon.

115. As it was found that none of the schools in the Province, either Government or Aided, had been able for some years past to supply the several departments of the State with men possessed of a sufficiently high quality of education, and as the demand for such men was becoming more and more urgent every year, while no means of satisfying the said demand appeared likely to arise, it was proposed last year to found a Government Central Institution in the chief city of the Province, at which first general education might be raised to a sufficiently high standard, and then schools for special or professional training might be added, such as would qualify men to serve in the different branches of the administration or in any private professions or employments that might be open to them in their own country. The scheme embodying these plans, and showing the relation of the Central High school to the other schools in the Province, received the approval of the Local Government in 1872-73, and was published in appendix F. of the last Administration Report.

Reasons for establishing of a Central High School in Rangoon, with Special and Professional Schools attached.

116. The scheme was referred in February 1873 to the Supreme Government. Their approval of the general policy it embodied was received during the present official year by their letter dated 29th July 1873. Steps were immediately taken to procure a suitable site for the erection of the school buildings, and secure a competent staff of teachers for the different departments. The property known as Phayre Lodge, and the vacant plot of land adjoining, were selected and purchased. As soon as the plans for the school-house &c. had been submitted and approved, buildings operations were commenced. It is anticipated that the work will be completed in about a twelve month from the present time.

Scheme of Central High School sanctioned by Supreme Government in July 1873.

117. In the meanwhile, the school will be carried on, as well as circumstances permit, in the building know as Phayre Lodge, and notice has been published that the new institution, or at least the two lower departments, will be opened on 2nd March. The tests for admission into the different departments will not at first be strictly enforced; for instance European and Eurasian candidates will not necessarily be required to pass in the Burmese test, nor the Burmese candidates in the Pali test. Greater strictness will be enforced hereafter But it would be very unwise at the commence-

Arrangements for opening the new Institution on 2nd March 1874.

ment to exclude worthy candidates, and enforce stringent rules, until time has been allowed for establishing a more strict and more uniform system. The entrance test into the Primary department will be a matter of very little importance at any time; for as this branch of the school professes to be only Primary and is established for no other purpose than to prepare new comers for the higher departments, there can be no harm in admitting the very youngest students, so long as there are teachers on the staff who can instruct them. It is however of immense importance that the other two entrance tests should in time be rigidly enforced; namely the entrance test into the Middle department, and that into the High department; for otherwise the time of the teachers will be taken up with going over ground work, which ought to have been mastered before in a lower branch of the school.

Provincial standards of High education.

118. A full account of the standards and studies prescribed in the provincial scheme of High education was given in paras 93 to 99 (inclusive) of the last Administration Report; and it will be unnecessary here to recapitulate the details. In the English department there will be two standards, a lower and higher. Not only the Central Government Institution at Rangoon, but also the Government schools at Akyab and Maulmain respectively, will prepare candidates for the lower standard from year to year. Aided schools will also be invited to send up candidates, unless they prefer the more difficult tests of the Calcutta Entrance and First Arts examinations.

Necessity of Senior scholarships hereafter.

119. As soon as the number of candidates for the lower standard becomes sufficiently large, it will be found advisable to introduce a system of senior scholarships, the examination for which shall coincide entirely with that prescribed for the lower standard just mentioned. These scholarships would not merely promote competition among the several candidates, but would induce the more ambitious youths, after passing the lower standard, to compete for the higher one.

Success of High School, Rangoon, will depend much upon the efficiency of preparatory schools outside of Rangoon itself.

120. The success of the new Central Institution at Rangoon will, I need hardly remark, much depend upon the zeal and tact displayed by the principal and subordinate teachers. But it will also depend quite as much upon the vigor with which subsidiary operations outside of Rangoon are pushed forward. The High department at the

new institution in Rangoon must be fed not merely by the Primary and Middle departments which will be placed under the same central management, but also by the different preparatory schools outside of Rangoon, in the Pegu division or elsewhere. The Aided Indigenous schools and the Town schools must supply suitable recruits to the District schools, and these again to the High school classes. Unless the Central Institution in Rangoon is efficiently supported by preparatory establishments outside of Rangoon itself, its progress will be necessarily impeded. It is not supposed that either the Town schools or the District schools can of themselves afford the full amount of training which students ought to receive before finally leaving school; and thus if they fail to train candidates for schools, in which a more complete education can be imparted, there is no other object of their existence. The Primary scholarships for the Aided Indigenous schools, the junior scholarships for the Town schools, and the entrance scholarships for the Government District schools, Government and Aided, have been devised with no other aim than to enable the preparatory schools of each class to fulfil their respective functions with vigor and efficiency.

**Expediency of forming Normal classes in Rangoon at an early date.**

121. Since then the success and progress of the new Central Institution in Rangoon will depend to a great extent upon the efficiency of the preparatory schools of one class or another in the various districts and out-stations of the province, and since at the present time the chief impediment to the progress of these subsidiary establishments consists in the insufficient supply of competent teachers, the High school, Rangoon, will be serving its own interests as well as theirs, if it can succeed in training the kind of teachers required, and forming Normal classes for that purpose at an early date.

There are 3 classes of teachers whom I consider to be much needed at the present time; (i) Burmese teachers for the Anglo-vernacular Town schools, and for the more elementary classes at District schools; (men of average attainments, who would be content with lower pay, should be selected for this purpose, and should receive two or three years' thorough training in English pronunciation, reading, writing, &c. before they are sent out as teachers); (ii) Karen teachers to serve on the staff of District schools, on the plan sketched above in paragraph 91; (iii) teachers of a higher stamp than either

of the two preceding, to serve as second masters and gradually as head-masters of District schools, as vacancies occur.

Of these three Normal classes, I consider the first two are more needed than the last at the present moment; and whether the second scheme is adopted or not, the first class should be formed, as soon as the new school-buildings can be entered.

Steps taken for procuring teachers for the High department.

122. The Primary and Middle departments of the new institution in Rangoon will be opened at once. Active steps are being taken for procuring a competent staff of teachers for the High department. Mr. Woodrow, the senior Inspector of schools in Lower Bengal, (who is now in England) has kindly consented to choose them. Pending their arrival, the High department will be opened, as soon as a sufficient number of students has passed the entrance test, and provided the present staff is able, without the assistance of the teachers who are to come from England, to undertake the teaching of the High school classes.

The Pali Professorship accepted by Dr. Mason.

123. The Pali professorship has, I am glad to say, been accepted by Dr. Mason, the author of several works on the Pali language. It has been arranged that the engagment between him and the Government shall last for two years, renewable at the end of that term at the option of either party. While Dr. Mason's acceptance of the appointment was still pending, reference was made to Dr. Reinhold Rost, (the Librarian at the India office, London, and one of the first Pali scholars in Europe), asking him to enquire whether any of his fellow country-men in the German Universities would feel disposed to accept the above appoinment. The study of Pali is not yet as common in the German Universities as the study of Sanskrit: but in selecting a candidate it would not be necessary to limit the choice to men acquainted with Pali, since any one, who has mastered Sanskrit, would overcome most of the difficulties of Pali within two or three months after arrival in Rangoon. Several learned scholars might be procured from Upper Burma, or even from British Burma. But the methods adopted by native scholars are unnecessarily cumbrous, and would make the study of the language much more difficult than it need be. The assistance of Dr. Reinhold Rost may be very useful hereafter, if Dr. Mason should not be disposed to renew his engagement with the Government at the end of two years.

On the teaching of Pali at the Government School.

124. The course of Pali study, which Dr. Mason in consultation with myself considered most suitable for the three several branches of the High school, Rangoon, is as follows :—

(*a.*) In the Primary department merely to read and spell the Pali words in the books selected, learn their meanings in Burmese, and commit the different verses to memory, as soon as their meaning is understood.

(*b.*) In the Middle department to continue the same process, adding to it the study of an easy Primer on Pali Grammar to be prepared hereafter.

(*c.*) In the High department to read a selection from the Zats, and to study Kacchayano's Grammar.

The course proposed for the Primary and Middle department is entirely the same as that pursued in the Indigenous schools, except that it insists on the pupils understanding the meanings of the words, and substitutes an easy Primer on Pali Grammar (to be prepared on the same plan as the first Latin Grammars used in English schools) for a much more intricate and elaborate book. The same course of study and the same system should be followed in the Town schools and the District schools. The text books to be read in the Primary and Middle departments will be the same as those used in the Indigenous schools. These books have been selected, because the Burmese people are attached to them, and consider a Vernacular education to be incomplete without them.

The object of having this elementary course introduced into the Primary and Middle departments is twofold ; (i) to induce the Burmese pupils to join the Government school at an earlier age than they have been wont to do hitherto, and thus enable them to make faster and surer progress in their English and other studies ; (ii) to give them such a preparatory training in the lower departments as will make the study of Pali come easy to them in the High department, whereas otherwise it might act as an impediment to their progress in other studies.

Pali is the classical language of the country ; and therefore, unless classical studies are to be renounced henceforth as useless, it should have a place assigned to it in any system of high education, in which the Burmese are concerned. Revd. Mr. Marks in his Burmese school at Mandalay finds it necessary to teach some classical language to his most advanced

pupils, and he has introduced Latin for that purpose. I think it will not be denied by any one that Pali is much better suited to the Burmese than Latin or any other classical language in the world, and to a Burman it is quite as easy as Latin is to an Englishman, and much easier than Greek.

The views wich I have advocated in this and previous reports respecting the utility of Pali studies in Burmese schools are not peculiar to myself. I have discussed the subject with Bishop Bigandet, Revd. Dr. Mason, and Revd. Mr. Chard of Thayetmo, all of them Pali scholars and representatives respectively of the three Missionary societies engaged in Burma, namely the Catholic, the Baptist, and Church of England; and all have concurred with me in thinking, that Pali should not be neglected in the state system of education provided for the Burmese. It has long been taught by Bishop Bigandet in his primary Vernacular Girls' school in Rangoon; and the text-book there used is Laukanîdît, the same as one of those selected by me for the Government schools. I have also discussed the subject with those officers in the British Burma Commission, who have had the longest experince in the country and possess the best acquaintance with the Indigenous language and literature; and I have not yet found a single dissentient. The Deputy Commissioner of Henzada brought it prominently to my notice that the want of Pali scholarship on the part of the Vernacular teachers sent out this year from the Rangoon Training school was a serious defect in their training and weakened their influence among the people.

Pali text-books for the High department.

125. Nothing has yet been done towards preparing Pali text-books for the High department. The work will be left in the hands of Dr. Mason, the Pali Professor, as soon as he has the necessary amount of liesure at his command. The text-books required will probably be as follows:—

*(a.)* Some selections from the Zats or other popular books;

*(b.)* An edition Kacchayanos' Grammar, the most popular book that could be selected;

*(c.)* A Pali Dictionary. Dr. Mason several years ago commenced an analysis of the standard Pali Dictionary used in the monasteries. He proposes now to complete this undertaking as soon as he has time, and to add what is necessary to make it an useful School Dictionary.

*(a.) Government Schools.*

Akyab Government School.

126. Not inspected. As I have already explained in paragraph 6, this and the other schools of the Arakan division, 6 in number, were reserved for a special tour to be taken in the last two months of the present official year. The most favorable accounts continue to be received from time to time of the Akyab Government school; and the numbers are still on the increase. Mr. Gray is anxious to have the new system of local examinations and local standards introduced as early as possible, and is adjusting the curriculum accordingly. The students from the Akyab school will probably be among the first to obtain provincial certificates in the lower standard. By the last account the numbers of the school had risen to above two hundred.

Maulmain Government School.

127. Inspected 30th June, 1st July and 25th August. Between the last and first of the above visits the number on the rolls had risen from 78 to 89.

The first class passed a fair examination in Grammar, Algebra, History and Geography; and I considered the class on the whole improved since I examined it last year. Grammar was better understood; and some of the students had formed a correct and intelligent notion of the astronomical portions of Geography. It is a rare thing to find either of these attainments in Burmese schools. The second class did fairly in Reading, and Geography; but failed in Grammar. The third class failed in Reading and Grammar, but did well in Arithmetic.

A primary department has been formed during the present year. At the time of my visit it contained only two classes. Since then the number of classes has increased; and the full complement of teachers has been engaged. The tuition fee charged in the primary department is Re. 1 per mensem; whereas that charged in the upper branch or branches remains as before at Rs. 2 per mensem. The formation of this department will do much to raise the standard of the middle school, provided the prescribed entrance test from the one to the other is as rigorously enforced as it should be.

Another change, from which much good may be expected, has been decided on during the present year, and will take effect from the 1st April 1873. The head-master of the

Moungan Aided school, whose attainments were scarcely such as to qualify him for an independent post, has accepted the offer of third-mastership of the Government school on Rs. 100 per mensem. By this step the two schools will become amalgamated, and both will be improved by the change. The cost to Government will be the same as before, while the Government will desire an increased income from tuition fees.

It is hoped that the new school-house, which is now being erected, will be finished by the close of the present official year. The new building stands on an admirable site, exchanged for the old site with the Masonic Lodge Philanthropy. The building will be amply large enough for the expected increase of scholars, and should a demand hereafter arise for a boarding establishment, as may be hoped, class rooms can be added on the ground floor, and the upper story used as dormitories.

Latterly the school has taken a fresh start in numbers. For the first time since I have known it, the numbers have exceeded 100.

*(b). Aided Schools.*

St. John's College, Rangoon S. P. G.

128. Inspected 24th September 1873. This school is attended chiefly by boys of Burmese parentage. The first class was studying the English text-book prescribed for entrance course of Calcutta University. Many of the students gave satisfactory answers in Grammar and the explanation of terms; but in the kind of questions usually set in the University examination papers they were not by any means proficient. The students appeared to be badly grounded in numeration; but a question of some complexity in Vulgar Fractions was worked out correctly by the majority. In Algebra the students had gone to the end of division; but they passed a very bad examination. History was scarcely attempted. The knowledge of Geography was limited to Burma, India, and the rest of Asia; and the answers were moderately good. The best thing done by the class was Dictation.

It will not be necessary to mention the details of my examination of the lower classes, I paid particular attention to the 2nd and 3rd classes; and on comparing the results then exhibited with those displayed in the previous year, it appeared to me that both these classes had somewhat deteriorated.

I have not been informed by the Superintendent whether it is intended that the school shall in future continue to work for the Entrance and First Arts standards of Calcutta University, or whether it will prepare candidates for the provincial standard. Either course is open to the Superintendent. But as the provincial standard will for a time at least be the easier of the two, the adoption of the latter course would probably be most conducive to the interests of the school.

Town School, Maulmain.

129. Inspected 27th August 1873. This is a mixed school attended by Europeans and Eurasians. After the detailed account in the last Administration Report of my examination of this school held for two days successively, it will be unnecessary in this place to enter into the particulars of my last examination; the results then exhibited were in every respect analogous to those displayed on the 5th and 6th August 1872. Since the time of my last visit the numbers had increased by 20. A very important and useful addition had been also made to the school curriculum; namely the introduction of the Burmese language as part of the regular routine of studies to be pursued by the male portion of the students.

As I stated in my last Administration Report, the chief merit of the school consists in the thorough grounding given in all classes, especially in the lower ones, and the entire absence of mere book-learning. I noticed with much satisfaction the zeal and interest, with which the teachers of the lower classes performed their duties.

Mr. Gilbert has accepted the appointment of Principal of the High school, which will be opened in Rangoon on 2nd March of the present year. However gradual may be the progress of the higher education in British Burma, it is anticipated that under his auspices the progress will at least be sure. The primary and middle departments, which will form the root and trunk of the institution to be placed under his charge, will no doubt receive much benefit from his supervision and guidance.

Diocesan School, Rangoon, Male Department.

130. Inspected 28th September 1873. This school is attended by Europeans and Eurasians. The first class was composed of three boys who were preparing for the Calcutta entrance examination. When the time came for the examination to be held, it was discovered by the Secretary of the school, when it was too late, that the examination papers were not forthcoming. No

steps had been taken by the school authorities to ascertain the regulations of the University respecting the entrance examination or to forward the candidates' application to the Registrar; nor had even the preliminary examination been held by the head of the school to testify to the Registrar that the candidates had a reasonable chance of passing. Under these circumstances it was quite impossible that the papers could be sent from Calcutta.

I examined the second class in Latin, English, History, Geography, Algebra, and Arithmetic. The students had learned to the end of the Verbs in the Latin Grammar; but the knowledge they evinced was very small. Both in Arithmetic and Algebra the answers were good. In Geography the attention of the students had been chiefly bestowed upon India, the rest of Asia, and Europe; the quality of the answers not above moderate. In English history the answers were not good, Collier's History seemed to be beyond the reach of students of that age.

The lower classes were examined each in their different subjects. The only subject in which they showed any real proficiency was Geography, and especially that portion relating to the Eastern Peninsula and British Burma.

The general result was certainly not equal to that which I was able to report last year. The reasons alleged to me were two; (i) since last year the whole of the upper division had left; and their successors were not equal to them in ability; (ii) since the departure of Mr. Diaz, the head-master had had no assistance except such could be gained from the three entrance candidates, who were employed as pupil-teachers.

A remark occurring in my last Administration Report, respecting this school should be corrected, as the unfavourable reflection which it might appear to cast upon the merits and qualifications of Mr. Preston the former head-master of the Diocesan School, is entirely unjust. It was stated in paragraph 79, that "in January 1871, when Mr. Croley first took "charge of the school, there were only 23 boys. By the close of "the same year there were 59." This information was given me by Mr. Croley himself, and I quoted it in the unqualified form in which I received it: but since that time Mr. Croley has discovered that "the unusually small number of scholars "at the beginning of the year arose from the death of the ap-"pointed master and from the uncertainty of his own engage-

"ment." Mr. Croley further informs me that "Mr. Preston's "average for the last two years of his incumbency was equal "to his own."

It will rest with the Committee of management to decide whether the school will in future prepare for the Calcutta Degree, or for the provincial certificate.

## FEMALE AND MIXED SCHOOLS.

Increase in the number of Female Schools during the present year.

131. The number of girls' schools in connection with the Education department during the present year has been 17. This shows an increase of 9 above the year proceding. Of these 9 schools 7 have been brought into existence for the first time within the present year. The other two existed before, but have come for the first time into connection with the department by receiving small grants-in-aid. Of these 9 schools, all with one exception (the school at Akyab) are for the instruction of Burmese girls. The Akyab school is for the education of European and Eurasians only.

Independent Girls' Schools to be aided in the next official year.

132. Besides the 9 schools above mentioned there are several independent Girls' schools, which have so far attracted the attention of the department that some of them may receive grants-in-aid during the next official year. The schools to be aided next year are St. Mary's School, Maulmain Catholic Mission; the Girls' school, Tavoy, opened in the present official year by Miss Harris of the American Mission; the school in Henzada, in two branches, superintended by Mrs. George of the American Mission. These schools are attended by Burmese girls only.

Indigenous Agency for female education.

133. The Girls' schools alluded to in the two preceding paragraphs have all had their origin either in missionary enterprize or in Government action, and chiefly in the former. But it is well known that there is a wide-spread indigenous agency, which has long existed independently of both, and which has been the means of giving some elementary instruction to Burmese girls in almost all the principal towns or villages in Burma. In the schools kept by Laymen girls are admitted as readily as boys; and it has long been felt that something might be done towards aiding and improving

these schools with a special view to the interests of female education.

Sanctioned plan for promoting female education in Laymen's schools aided by salaried teachers.

134. Definite plans with this object specially in view have been submitted, sanctioned, and partially commenced since the commencement of the present official year. In those indigenous Lay schools which have been selected for improvement, and have received Government grants in the form of salaries paid to teachers, a special rule has been passed, that the head teacher shall receive, in additon to his regular salary, an extra allowance at the rate of Re. 1 per mensem for every five girls whom he can show to be in regular attendance, and whose progress in learning satisfies the Deputy Inspector. It is hoped that by means of this rule, the number of female pupils will be gradually increased, and the standard of instruction raised. The following table of Aided Indigenous schools will show how small the female attendance has been hitherto in proportion to the male, and how necessary it was in aiding such schools, to make some rule, by means of which the cause of female education might receive some special stimulus and support :—

| | | |
|---|---|---|
| Thayetmyo district, Allanmyo ... | No of boys ... | 35 |
| | No. of girls ... | 12 |
| Promo district, Promo ... | No. of boys ... | 35 |
| | No. of girls .. | 16 |
| Prome District Shwè-doung ... | No. of boys ... | 18 |
| | No of girls . | 2 |
| Ditto Poung-day ... | No. of boys ... | 60 |
| | No. of girls ... | 7 |
| Ditto Padoung ... | No. of boys ... | 18 |
| | No. of girls ... | 2 |
| Henzada District, Yagheen ... | No. of boys ... | 5 |
| | No. of girls ... | 16 |
| Ditto Henzada ... | No. of boys . . | 20 |
| | No. of girls ... | 10 |
| Tavoy District, Tavoy ... | No. of boys ... | 55 |
| | No of girls ... | 30 |
| Ditto Tavoy ... | No. of boys ... | 35 |
| | No. of girls ... | 17 |

As returns have not yet been received of the Aided layman's school in Guathaine-kyoung, Bassein district, or of the two laymen's schools in the Akyab district, I have not been able to include these three in the above table. In the nine schools noted in the table, the total male attendance is 308, and the total female only 112,—little more than one third.

It will be interesting to note in future years what progress, if any, female education makes in the above schools, and in other Laymen's schools that may be similarly aided hereafter.

Sanctioned plan for promoting female education in Laymen's schools aided by reward.

135. In those Laymen's schools which have not been selected for improvement, but receive an indirect kind of aid from the State in the form of small money rewards given for certain results, the plan submitted and sanctioned during the present year for giving some special stimulus to female education consists in paying the teachers double the reward for a female pupil that he would receive for a male, while the pupils themselves will be rewarded equally. This plan will not give rise to any jealousy between the male and the female pupils, because both will be rewarded equally for equal results; but it is hoped that it may induce the teacher to increase, as far as he can, the number of his female pupils, and teach them up to the Government standards. The following table of the Laymen's schools which have received prizes in the present official year up to 31st December 1873, will show how very small the female attendance is in proportion to the male.

| | | |
|---|---|---|
| Rangoon District 9 schools ... ... | No. of boys | ...158 |
| | No. of girls | ... 88 |
| Amherst District 12 schools ... ... | No. of boys | ...214 |
| | No. of girls | ... 71 |
| Akyab District 6 schools ... ... | No. of boys | ... 47 |
| | No. of girls | ... 5 |
| Henzada District 19 schools ... ... | No. of boys | ...285 |
| | No. of girls | ...123 |
| Prome District 19 schools ... ... | No. of boys | ...377 |
| | No. of girls | ...103 |

Thus the total male attendance is at present 1,081, and the female 390, and the proportion of boys to girls is almost 3 to 1.

Classification of female schools connected with the department during the present year.

136. The seventeen schools connected with the department during the present year may be divided roughly into two classes, Burmese and English, and the following table will show the number in each class :—

| | | |
|---|---|---|
| Burmese | Government ... ... ... | 1 |
| | Aided ... ... .. | 11 |
| | Total... | 12 |

| | | | | | |
|---|---|---|---|---|---|
| English | Government | ... | ... | ... | None |
| | Aided | ... | .. | ... | 5 |
| | | | | Total... | 5 |

This distinction does not always hold good in fact; for example there is a purely Vernacular school, termed the Orphanage, attached to St. John's Institution, Catholic Mission, Rangoon, which has been included among the English schools; and there is a purely English branch attached to St. Mary's school, Rangoon, S. P. G., which has been placed among the Burmese schools.

(*a.*) *Burmese Girls' Schools.*

Government Girls' School Rangoon.

137. Inspected several times during the present official year, and specially examined with the help of Bishop Bigandet, on 1st December 1873.

This school was opened on 1st June. When the project of establishing a Government Girls' school was first decided on, it was intended to make it a school of a superior class like the Morton Lane Girls' school in Maulmain, or Mrs. George's school in Henzada. But as no European mistress could be found at the time fit to take up the appointment, it was decided not to postpone the opening of the school, till such an opportunity occurred, but to be content at first with trying the experiment of a Government Girls' school on a somewhat humbler scale, and placing it under a Burmese mistress. The result more than answered the expectations formed of it. On the first day of the opening of the school, some forty pupils had collected; the attendance rapidly increased; and for the the last six months, the average number on the rolls has been about 95. The school-house is now over-crowded; and it will be necessary ere long to provide better accommodation. The pupils pay a tuition fee of eight annas a month. The head-mistress who rececives a salary of Rs. 50 per mensem, is a Burman lady of considerable influence among her own community; at the time when she accepted her present position, she had a school of her own in Kemendine. The second mistress who receives a salary of Rs. 25 per mensem, comes from Maulmain, where she was once a teacher in St. Mary's school, Catholic Mission. The third teacher who is paid Rs. 20 per mensem was taken from among the senior pupils of the Government Girls' school.

On the occasion of Bishop Bigandet's visit the senior pupils were examined in the Pali language, the Burmese language and Arithmetic. In the Pali language, the girls showed much the same kind of knowledge as that exhibited in the Bishop's own Vernacular Girls' school, Rangoon, termed the Orphanage; that is to say, they could read the Pali text, and were able in most cases to give the Burmese meanings of the Pali terms. This was satisfactory. Their proficiency in the Burmese language was tested by an examination in reading and dictation. The reading was in two or three cases smooth and fluent; but in the majority of cases there was some hesitation. In the dictation exercise the style of writing was very fair; but the spelling was in all cases indifferent. Arithmetic is being taught on the English, and not on the Burmese method. The progress made in this subject has been hitherto very small. Some few of the girls worked a question in Simple Addition, but the majority failed; simple subtraction had not been commenced. The girls have made very fair progress in sewing and fancy-work.

Morton Lane Girls' school, Maulmain.

138. Inspected 8th September 1873. This is at present decidedly the best Burmese girls' school in the Province. Forty-seven of the pupils are boarders. The fee for day-scholars is from annas 8 to Re. 1 per mensem. During the present official year the new school-house has been completed and entered; the Government has subscribed Rs. 2,000 towards providing it with furniture. The grant for current expenses has been raised from Rs. 600 to Rs. 1,200 per annum. Every pupil is of Burmese or Chino-Burmese extraction.

In the first class the students were examined in Dictation, Arithmetic, English History and General Geography. In all cases I was much pleased with the result. The girls showed quite as much intelligence in each of the above subjects as would be found in English girls of a corresponding age using their own language. The answers were given with a promptness and decision, which showed that their training was not superficial.

In the second class I scarcely succeeded in puzzling any of the girls in the Geography of the Eastern Hemisphere. In Arithmetic they answered well.

The portion of the school, termed the primary department,

is carried on in a separate building. It consists of 42 day-scholars. A lower fee is charged.

Five ancillary Girls' schools in connection with Morton Lane school

139. At the commencement of the present year, a grant of Rs. 1,200 was conferred by Government with the object of establishing Ancillary Girls' schools in different parts of the town of Maulmain, in connection with the Morton Lane school; Miss Haswell, the manager of the Morton Lane school, undertaking to find the teachers and supervise the working of each school. This plan has led to the establishment of 5 Ancillary schools during the present year: one in Dinewoon-quin with 20 pupils, another in Shwè-doung-tadâ with 13 pupils, another in Pahôdan with 20 pupils, another in Moungan with 28 pupils, another in Mopoon with 18 pupils, making in all 99 girls brought for the first time under instruction, all of them girls of Burmese or Chino-Burman parentage. Every one of the above pupils was ignorant even of the alphabet, before these schools were opened.

The entrance test from the Ancillary schools to the Central school will consist of Reading, Writing and the 4 Simple Rules. It is intended that this test shall be rigorously enforced, and that admission shall be refused to all girls failing to pass it except those who come from a distance as boarders.

In each of the above schools, excepting the one at Mopoon, each girl pays 4 annas a month as tuition fee, and buys her own books, slates and pencils. At Mopoon the inhabitants are poorer than elsewhere, and are less able to appreciate the value of education. The fees were not discontinued, until after full trial it was found necessary to do so.

St. Mary's School, Rangoon. S. P. G.

140. Inspected 23rd September 1873. There were 68 names on the rolls, of which 42 belonged to the Burmese School, and 26 to the English. The Burman element has increased considerably since last year. If the English Mistress employed in St. Mary's School succeeds in mastering the Burmese language, the vernacular branch will no doubt improve and expand under her supervision and instruction.

The English portion has much improved since my visit in the year 1872-73; for I was compelled on that occasion to report very unfavourably of the results exhibited. In reading, parsing and the explanation of terms, the girls on the present

occasion passed a satisfactory examination; but failed in most instances in Arithmetic. The first class composed of 9 girls did a fair exercise in dictation, and showed some little acquaintance with the Geography of Europe. The standard of the school is still low as compared with that of other English Girls' schools in the town of Rangoon.

Prome Girls' School, R. L. A.

141. Inspected 9th November 1873. The number of girls attending this school has increased last year; but at the time of my visit there had been some falling off, as usually happens in Burmese schools in the dry season of the year. This school is connected with the Society for the Propagation of the Gospel, but is under the immediate control of the Rangoon Ladies' Association. In reading, writing and dictation, the girls had made satisfactory progress since last year; but in arithmetic the result was disappointing. The school has been two full years in existence; but the girls have not yet mastered the four simple rules. Burmese girls are generally so quick at accounts, that I do not know what cause to assign for the slow progress made in this as compared with other subjects. In weaving, plain sewing, and fancy work, the girls seem to have progressed very favorably. The school has received this year a grant-in-aid of Rs. 360 per annum, which next year is to be raised to Rs. 480. A building-grant of Rs 2,000 has also been promised, provided an equal amount is forthcoming from other sources. A site for the proposed building has been also given by Government.

Thayetmyo Girls' School, R. L. A.

142. Inspected 8th November 1873. This school stands in the same relation to the Society for the Propagation of the Gospel as the preceding. The aid received in the present year consisted merely in a grant of books; but in the ensuing year a grant of Rs. 360 is to be given. There were 46 names on the rolls in October, and only 27 in November. When the rainy season returns, the numbers will again mount up. The school has made fair progress since my visit last year, especially in reading and dictation. The four simple rules have not yet however been entirely mastered; for no girls in the school could work out an example in division with a double divisor. This school derives some little revenue from the weaving, sewing and worsted work done by the girls. A grant of Rs. 1,000 for building a school-house has been promised next year, provided the Rangoon Ladies' Associa-

tion can contribute an equal sum. A building site has been also provided by the State.

Puzoondoung Girls' school, S. P. G.

143. This school, like the two preceding, is immediately controlled and supported by the Rangoon Ladies' Association. It was aided this year merely by a grant of school-books. Next year it is to receive a building-grant of Rs. 1,000 on condition that an equal sum is subscribed by the Managers. I visited the school on 10th July 1873. It had then been about 6 months in existence. In the dry weather, the average attendance was 15, in the wet 20. I heard the girls read from an easy book: and considering how irregular their attendance had been during the short time that the school had been in existence, I thought the progress made by the girls satisfactory. In arithmetic the two most advanced girls succeeded in working out an easy question in simple addition, the others failed.

Indigenous Girls' School, Poungday.

144. Inspected 15th November 1873. This is a Girls' school kept by a Burmese maiden at Poungday, named Mah Shwè May. The school was opened only so far back as 1st October 1873. Thirty-two girls were in attendance at the time of my visit, and the progress they had made in less than two months surprised me. One girl worked out a question in multiplication with two multipliers correctly; and this is as much some of the Girls' school liberally aided by the State teach in two years. The others were all making satisfactory progress. The school had been opened, managed and supported by the mistress herself without any help whatever from any one except perhaps an occasional present from the parents of the pupils attending. In order to give the school the status which it deserved to hold in the eyes of the community at Poungday, and to enable the mistress to purchase a sufficient supply of the books and apparatus necessary for school use, it was decided that she should receive a salary from Government amounting to Rs. 10 per mensem. As long as she receives this salary, it will probably be worth her while, even if she should at any time become married, to keep up her school. She teaches sewing and fancy work, besides reading, writing and cyphering. She was herself educated at Mrs. George's school in Henzada; and not long after her return to her native village she was asked by some of the residents to open a school for the instruction of their daughters.

### (b.) *English Girls' Schools.*

St. John's Institution, Roman Catholic Mission.

145. Inspected on 27th September and afterwards on 28th October 1873. St. John's Institution is the collective name given to three separate schools. The first is the Convent School, consisting of girls of European or semi-European extraction. The second is the intermediate school, consisting of girls of very poor parentage, to whom the Burmese language is the spoken vernacular rather than the English, although their origin is partly English. The third termed the Orphanage, is a purely Vernacular school, at which two-thirds of the girls are Karens and the rest Burmese.

The Convent school gives as high a training as any other school of the kind in the Province. The first class was examined in reading, parsing, English history, general Geography, and Arithmetic to the end of simple interest. The answers were for the most part satisfactory in each subject. In Arithmetic however, there was a general failing in the elementary rule of numeration.

The Intermediate school does not teach or even aim at teaching to such a high standard as the preceding. As the object of the school is to make the students speak English and to teach them to practice English ways, all use of the Burmese language is strictly prohibited within the school walls. The girls in the first two classes gave good proof of ability to read, write and spell English, besides answering easy questions on the Geography of Asia. I considered the state of the school very satisfactory.

The Orphanage or Vernacular school, is decidedly the best Vernacular school in the town of Rangoon. The girls were examined in Swift's Natural Philosophy, the Geography of Asia, and Arithmetic. In the first two subjects the girls answered very readily: but in Arithmetic their answers were never prompt, and seldom correct. They wrote a short original composition on rain; and both the mode of expression and the spelling were very creditable. In sewing and fancy work of various kinds, the girls are particularly clever. The Orphanage in fact is supported to a large extent by the fruits of their industry. This is one of the few schools in Burma, (not counting Indigenous schools,) in which the Pali language is taught. The girls were examined in my presence by Bishop Bigandet out of the Lunkânîdit, a favorite national

classic, in which, without any reference whatever to religious sanctions, moral and prudential maxims are conveyed in a language venerated by the people, and in a form easily retained by the memory. The example might be followed with advantage in every school in the Province; and I hope that the High school in Rangoon will supply teachers, so far as the male schools are concerned.

Diocesan School, Female Branch.

146. Inspected 27th October 1873. The female branch of the Diocesan school has remained as in the past year, under the management of Mrs. Warner. The girls in the first class were examined in reading and parsing, the History of India, History of England, General Geography, Arithmetic and original composition. I was quite satisfied with the general result. I noticed that the girls took particular interest in that portion of Indian History, which relates to the Burmese war, and this confirms me in the opinion that even in English or Eurasian schools, much more in Burmese and Karen Schools, the study of local history should receive considerable prominence, and should precede any other branch of historical study.

In the second class the girls did very fairly in parsing, history and geography; and in Arithmetic I had not to record a single failure.

In the third and fourth classes, the results were satisfactory.

St. Joseph's School, Maulmain Catholic Mission.

147. Inspected 26th August 1873. St. Joseph's school is the collective name of two separate seminaries, of which one is called the Convent school, the other the Orphanage, composed of destitute girls of mixed European origin.

I examined the four first classes of the Convent school in their respective studies, and was as well satisfied with the result on this occasion as on that of the examination held by me in the previous year.

The subject in which the girls of the second class were least successful was Arithmetic. In the third and fourth classes the girls wrote original letters on their slates, and with few exceptions the grammar and spelling were quite correct. The school is doing a good work in Maulmain.

Church of England Orphanage, Maulmain.

148. Inspected 10th September 1873. The school has received many improvements since my last visit. An old building which stood in the compound has been repaired and rendered fit for use. The ground floor is used for a school-room and the upper storey as a dormitory for boys. The girls sleep in the house, which last year was the only building used for the accommodation of the school and orphanage.

The number of boarders is 19; the number of day-scholars is 4. Each day-scholar pays a fee of 4 Rupees per mensem. Out of the 23 pupils, 8 are boys.

The fact that the orphanage can attract day-scholars and charge a fee of 4 Rupees per mensem show that it holds a good reputation among the inhabitants of Maulmain. This reputation is fully deserved. In reading, spelling, parsing, dictation and general Geography, the girls of the first class passed a very creditable examination. English History had not long been commenced. The second and third classes did very fairly.

The orphanage deserves to hold a respectable place among the Girls' schools of the Province; it takes decided precedence, in point of intellectual progress, of either the Catholic Orphanage attached to St. Joseph's school, Maulmain, or the English branch of St. Mary's school, S. P. G. Rangoon.

Akyab Girls' school.

149. The school was chiefly intended for girls, and for this purpose the present head-mistress, Mrs. Templeton, was appointed. Eight, however, out of the 15 students on the rolls up to 31st December were boys, leaving only 7 girls. The schools is not connected either with the Calcutta Diocesan Board or with any Missionary society. The instruction is purely secular. The school received a building-grant of Rs. 500 in January 1873; and the school-house has long since been completed. I am not able to speak of the state of proficiency to which the pupils may have arrived by the present time. The existence of a school of this kind was no doubt much needed for children of European descent residing at Akyab. Each pupil pays Rs. 6 per mensem, or Rs. 5 for every pupil after the first of the same family.

## THE RANGOON TRAINING SCHOOL.

Number of student sent out as teachers during the year.

150. The number of stipendiary students at the Rangoon Training school at the commencement of the present official year was 59. About three months afterwards 29 students, whose period of Normal training had by that time fully expired, were sent out as teachers to open the Vernacular Town schools, of which a list is given above in paragraph 46. Since then two students have been sent as Assistant teachers to Indigenous schools at Tavoy. One new student has joined during the current year: and thus the number of students at present in the school is 29, of whom all but 15 will have completed their period of Normal tuition by the end of the current official year.

Examination for certificates held in July.

151. Early in the month of July, prior to sending out the 29 teachers to open the 14 Government Vernacular schools above referred to, I held an examination of the time-expired students with the object of ascertaining how many out of that number were worthy or otherwise to obtain a Government diploma. Seventeen students out of the twenty-nine failed to obtain as many as half the total number of marks given for Arithmetic and Mensuration respectively. To those who obtained as many as, or more than half, the total in each subject I gave a certificate. Although a candidate from a Normal school should not as a rule receive a diploma, unless he can obtain as many as two-thirds of the maximum of marks, yet in the present instance I thought it better to be liberal; and thus 12 students out of the 29 received certificates. This result cannot be considered a good one; for the examination which I gave was not at all severe. But when the teachers had joined their respective schools, it was found that though their theoretical knowledge of figures as tested in the examination was not much, their practical knowledge of the art of field-surveying was still more imperfect.

Intended abolition of the Training school from 1st April 1874

152. It has been decided, for reasons which will be stated below, not to keep up the Rangoon Training school after the close of the present official year. By that time there will be 14 students, whose time will have expired, and there will be only 15 other students remaining. In order to find employment for the time-expired

students, and for the most efficient of the 15 remaining ones, a circular has been addressed to the Deputy Commissioners of the Rangoon, Amherst, Bassein, Mergui, Tavoy, Shwè-gyeen, and Tounghoo districts, enquiring whether any Laymen Tayahs, proprietors of Indigenous schools, can be found, who will admit young men from the Rangoon Training school as assistant teachers. At the close of the official year it will be necessary to hold an examination both of the time-expired and of the remaining students, in order to select the best of them for employment in the manner described; and the number to be selected must be determined by the number of Laymen teachers of Indigenous schools, who may be willing to take them. I would not advise that any preference should be given to a time-expired student, if his qualifications for a teachership are not considered so high as those of any student whose period of training is not yet completed; for the Government is not bound to find employment for any of the young men, who fail to obtain a certificate.

Position of the Rangoon Training School has been uncertain from the first

153. The position of the Rangoon Training school has all along been somewhat indefinite and anomalous, owing to the unsettled state of the many perplexing questions connected with the subject of primary education in this Province, and the consequent uncertainty as to the ultimate destination of the students placed under training. It was founded three or four years ago with the primary object of improving the Monastery and other Indigenous schools. It was urged with great truth that no schools could be improved without giving them efficient teachers; but how these particular teachers were to become the means of improving the monastery schools of this Province was not, so far as I know, distinctly defined. When the time was drawing near for sending them out as teachers, it was considered advisable not to send them to monastery schools, but to open Government primary schools, and place them under the management of these young men. The experiment has been tried, and it has been found that schools under such management are not as a rule so successful, as to warrant a continance of the experiment; and thus the abolition of the Training school has been decided on.

Remarks on the senior section of the Rangoon Training school.

154. It should be observed that the Rangoon Training school consists of two different sections, the senior, and junior. The object of the latter was to train vernacular teach-

ers for Primary schools, and its unfitness for this purpose has been shown at length in the preceding paragraph. The object of the senior section was to train vernacular teachers for the Middle and High schools : but it will not be necessary to keep up this section after the close of the current year, because in future vernacular teachers can be better and less expensively trained in the High school, Rangoon. One great defect, as it appears to me, in the training given in the senior section has been that no attention whatever has been paid to English, and that the lads selected for training did not even know English, whereas in the Middle and High schools the study of English must always form a very prominent part of the curriculum. It appears to me that to appoint a man ignorant of English to teach the vernacular in a school, in which English is made a prominent or rather the principal study, is to place him at a great disadvantage with his own pupils; and that a man versed in English could teach the vernacular much more efficiently than one ignorant of English, because his knowledge of both languages would enable him to compare the one with the other. Another defect, as I think, in the training given to the students of the senior section has been that the study of the Vercancular has been wholly dissociated from the study of Pali, whereas it is considered by Dr. Mason and other competent scholars that some knowledge of Pali is quite essential to a sound knowledge of the Burmese language. Many Burmese terms occurring in the higher books are derived from Pali ; and in every department of Burmese literature Pali phrases and sentences occur perpetually, all of which must remain in explicable, if the Pali language is neglected. These two defects will be avoided as much as possible in training the students who will be admitted into the Normal class at the High school, Rangoon.

Summary of reasons for the abolition of the school.

155. The reasons for the abolition of the Rangoon Training school may be summed up as follows :—

For that portion of the Indigenous schools which have been specially selected for improvement, and for the new Vernacular schools opened hitherto or to be opened hereafter, teachers could be better and less expensively trained in a Normal school, such as that described above in paragraph 37, specially adapted to the present status and future capabilities of the In-

digenous schools. For the Town schools, in which English forms part of the curriculum, and for District schools at head-quarters, teachers could be better and less expensively trained in the Normal classes to be attached to the High school, Rangoon. There is thus no class of school existing in the province, for which the Rangoon Training school is as competent to supply teachers as other and cheaper agencies which might be substituted for it.

## BOOK DEPARTMENT.

A book department scarcely exists at present.

156. A book department under the agency and supervision of the Government has scarcely yet come into existence in this Province. It is only lately that the preparation of books by the education department has been systematically commenced, and no general scheme for the distribution and sale of books has yet been organized. The Government schools have been supplied for the most part by the Calcutta school-book society, and the head-masters, being in most cases agents of that society, have received their supplies direct from Calcutta. The Missionary schools have drawn their supplies from any quarter found most convenient. The Indigenous schools have continued with very few exceptions to use the palm-leaf manuscripts to which they have long been accustomed. An attempt to organize a Vernacular literature for the use of general readers was not commenced till near the close of the year 1872-73.

Importance of having a stocks of books adapted to each class of school.

157. There is no point of greater importance to the future development of education of every grade in this province than a suitable selection and a regular distribution of books adapted to each class of school in succession. As I have shown in the present report, four different series of school-books have been recently designed by the education department, and are now in the course of preparation. (i) A series of books intended for the use of the primary Indigenous schools, and specially adapted to the Government primary standards. This series will comprise (*a*) Burmese text-books, (*b*) Pali text-books, and (*c*) text-books on Arithmetic. The two first would be also used both in the Government Town schools at out-stations and in the Government District schools

at head quarters. A detailed account of the plan on which it has been proposed to prepare these different books, and of the steps already adopted for putting the scheme into effect, has been given above in paras 24 to 28. (ii) A series of Vernacular text-books on Arithmetic, Land-measuring, History and Geography for the use of the Town schools, whether Anglo-vernacular or purely Vernacular. Some of these would also be used by the most advanced students in those Indigenous schools, which have been specially selected for improvement, and have received Government aid in the form of salaried teachers. A prospectus of this series, and an account of what is being done towards putting it into effect, have been given above in paras 69 to 74. (iii) A series of Anglo-Burmese and English text-books for the use of the Government district schools at head-quarters. The more elementary books in this series would be also used in the English classes in Town schools at outstations. A description of the different books designed for this series, and the means already commenced for working out the design, has been given in paras 83 to 88. (iv) The Pali text-books for the High department of the Central Government institution in Rangoon. These have been described above in para. 125 and their preparation must be left to the Pali Professor.

Mathematical, Scientific and Technical class books for the Government High School or College in Rangoon.

158. It will be also necessary to select a suitable series of Mathematical and Scientific text-books for the different classes to be formed in the High school, Rangoon, and of technical books for use in the Special schools, when these come into existence. In order to provide the Principal and subordinate teachers at the High school with books to refer to, and to enable the Director to decide with the Principal, what books would be most suitable for use both in the general and in the special departments, an indent was sent to England several months ago for specimen copies of all the most recent publications in Great Britain on each subject. These books will form the nucleus of a school library; and it has been suggested by the Principal, Mr. Gilbert, that all publishers of school-books should be invited to send out specimen copies of any new school-book, or new edition of an old one, that may be published from time to time; so that the schools of this Province may not lose the benefit of any improvements that may be made outside of Burma, either in the facts to be studied, or in the mode of conveying them to the student.

159. Books for the general reader, written in the Vernacular, are as much needed as books for the use of schools. It was decided towards the close of the year 1872-73, that a commencement should be made with light literature, in order to pave the way for the reception of books of a more solid character, by the time that these could be prepared; and that for this purpose steps should be taken for bringing out cheap editions of the Greater Zats, (that is, legends of the previous existences of Gaudama, the founder of Buddhism), and other selections from the Burmese classics. These books have been compared by the Right Reverend Bishop Bigandet to "light moral novels," and are far more popular with the masses of the people than any other kind of light literature which the Government might attempt to put in their place. A Vernacular Literature Committee was formed to consider the measures necessary for carrying out this project. Two books noted in the margin have been already copied out from the palm-leaf manuscript, and two more are nearly finished. There was much difficulty, however, about finding the means for having either of the above books printed. The Jail press was badly supplied with type; and the Baptist Mission Press in Rangoon had too much other work on its hands to undertake the printing. An arrangement was at last made with the Bassein Mission Press to print and bind 6,000 copies of the Nemi Zât at the price of 12 annas each, the work to be completed by about the end of June 1874. Father DeCruz made himself responsible to put right any mis-spellings that might occur in the manuscript sent to him, and to bring out a thoroughly correct edition.

**Vernacular books for the general reader.**
**Publication of selections from the Burmese classics.**

**Nemi Zât, Kandominkyoung.**

160. As no regular book agency in connection with the Education Department has yet been organized in this Province, owing to the fact that the Government has not till lately commenced any large measures for preparing books and having them distributed for sale or donation in the different districts and townships of British Burma, it was decided that the sale of the Government edition of the Nemi-Zat should be left in the hands of Deputy Commissioners; and a circular was issued from this office enquiring how many copies should be printed for each district. The answers were as follows:—

**Sale of Nemi-Zat, left to Deputy Commissioners.**

| | | | | | No. of copies. |
|---|---|---|---|---|---|
| Rangoon district | ... | ... | ... | ... | 300 |
| Bassein „ | ... | ... | ... | ... | 100 |
| Henzada „ | ... | ... | ... | ... | 3,000 |
| Prome „ | ... | ... | ... | ... | No answer received. |
| Thayet „ | ... | ... | ... | ... | 100 |
| Akyab „ | ... | ... | ... | ... | 500 |
| Ramree „ | ... | ... | ... | ... | 132 |
| Sandoway „ | ... | ... | ... | ... | 30 |
| Amherst „ | ... | ... | ... | ... | 250 |
| Shwé-gyon „ | ... | ... | ... | ... | 50 |
| Toungoo „ | ... | ... | ... | ... | 50 |
| Tavoy „ | ... | ... | ... | ... | 60 |
| Mergui „ | ... | ... | ... | ... | 87 |
| | | | | Total... | 4,659 |

Thus the Deputy Commissioner of the Henzada district has undertaken to sell more by 1,341 than all the other 12 Deputy Commissioners put together. One thousand copies were ordered for the use of the Jail schools, with the consent of the Inspector General. Any copies that may remain unsold in the different districts, or unused in the different Jails, will be useful as Burmese Readers in the Government schools, and for the more advanced students in Indigenous schools.

Suggestions as to the means of organizing a regular agency for the sale of books.

161. It will be necessary ere long to organize some regular agency in connection with the Education department for the sale and distribution of the different books which are now in the course of preparation. One first step toward establishing such an agency has been sanctioned within the present year. As shown above in para 42, the Laymen head-masters of those Indigenous schools, to which salaried teachers have been appointed, are in future to be appointed agents for the sale of Vernacular books both among their pupils and among their neighbours; each agent at the close of the official year to receive in a lump sum 20 per cent upon the proceeds realized. The Deputy Inspectors of schools will be the channels of communication between the book-agents and the Education department in those districts, to which such officers have been appointed. In other districts the management must for the present be left with the Deputy Commissioners. The head-masters of Town schools at out-stations and of District schools at head-quarters might be made book-agents on similar terms. Deputy Inspectors might themselves be appointed agents for selling books in those places, in which there are no Aided or Government schools, and consequently no head-

teachers or head-masters who could be employed in such a capacity. The Unaided Indigenous schools will receive books gratis; but there might be persons outside of the schools desirous of becoming purchasers. The central depôt might be either at the Director's office or at the High school buildings; and the management might be either left with the Director of Public Instruction or be placed in the hands of some one selected from among the teachers at the High school, who could be made Curator.

Distribution of Dr. Mason's Materia Medica in the Shwè-gyeen District

162. In my last Administration Report (para. 118) I drew attention to the fact that 500 copies of the *Materia Medica* compiled by Dr. Mason, were lying idle in the Director's office, and I quoted some suggestions made by Dr. Mason himself so far back as January 1872, to the effect that shops or dispensaries might be set up in the larger villages to enable people to buy the medicines prescribed in the *Materia Medica* at cost or half price; and that copies of the said hand-book might be placed in the hands of priests of influence living in the neighbouring monasteries. In consequence of these remarks, I received an application from the Deputy Commissioner of the Shwè-gyeen district for 30 copies of Dr. Mason's hand-book, which he wished as an experiment to place in the hands of some of the native doctors of his district. The books were immediately sent as requested. Drugs can been obtained from the Civil Dispensary at the head-quarters of the district; but the usefulness of Dr. Mason's hand-book will necessarily be very limited, unless branch dispensaries can be established at the out-stations within the district.

Books sent out from the Director's office during the present year.

163. The following is a statement of the Government books sent out from this office during the present year up to to date :—

| | | Copies |
|---|---|---|
| (i) | Dr. Mason's Materia Medica ... ... ... | 30 |
| (ii) | „ Pali Grammar ... ... ... | 5 |
| (iii) | Stilson's Arithmetic (small size)... ... ... | 93 |
| (iv) | „ „ (large size) ... ... ... | 100 |
| (v) | „ „ Land-measuring ... ... | 136 |
| (vi) | Mackertich Æsop's Fables ... ... ... | 92 |
| (vii) | Thenboongyee or Spelling book ... ... ... | 112 |
| (viii) | Sandys' Æsop's Fables ... ... ... | 516 |
| (ix) | „ Reader No. 1 ... ... ... | 715 |
| (x) | „ Reader No. 2 ... ... ... | 250 |
| (xi) | „ Elementary Geography ... ... ... | 526 |
| (xii) | „ Arithmetic Part I ... ... ... | 601 |
| (xii) | „ Arithmetic Part II ... ... ... | 532 |

Most of the above copies of Stilson's Arithmetic and Land-measuring have been distributed gratis to Burmese priests in the neighbourhood of Rangoon on application being made by priests themselves. The books by Mr. Sandys have been sent almost exclusively to the Government Town schools opened during the present year. These were not meant to be given away, but were intended to be sold to the students attending the schools.

Remarks on Mr Sandys' series of Vernacular books.

164. The last six books mentioned in the above list constitute the series of Vernacular school-books written by Mr. Sandys up to the end of the official year 1872-73. Many other books were designed by the same writer in continuation of the series; but I found it advisable to stop short at this stage. The series was commenced in the year 1871-72, and two or three of the six books above mentioned had been printed and published within that year. On coming into this Province to officiate as Director of Public Instruction in May 1872, and learning that a series of Vernacular school-books was most urgently needed, I did not hesitate to follow out the plan which had been arranged and commenced before my arrival. But since the commencement of the present year I have seen reasons for adopting a different course. It was found on trial that the Readers prepared by Mr. Sandys were not popular, and that the students at every school much preferred their own kind of literature to any modern "Readers" that we could give them. It was found too that the elementary Geography was not by any means so much appreciated as the treatise written many years ago by Mr. Hough, which is now being revised and enlarged by Revd. J. R. Haswell, and that the books on Arithmetic were not so accurate in their statements or so perspicuously worded, and consequently not so useful for the purpose intended, as those written long ago by Mr. Stilson of the American Baptist Mission. The Æsop's Fables by Mr. Sandys, "translated from the Original Greek," according to the announcement on the title page, have not been found to be more suitable for Burmese students than those written some time ago by Mr. Mackertich, especially as many of the passages in the former are almost verbatim the same as in the latter. I am now able to see, what I could not see before the experience gained during the present year, that it would have been wiser to have revised the Vernacular school-books written long ago, than to employ Mr. Sandys to bring out an

entirely new series. The former are both better in quality and are better known to the people generally. If the Baptist Missionary society cannot come to terms with the Government, writers can in future be selected from the staff of teachers at the High school, Rangoon, and the books written by Mr. Stilson can be made the basis of the new publications.

## SERVICES OF OFFICERS.

165. The following officers deserve special mention as having done good service during the present year :—

Among the Head-masters of schools Mr. Gray, Mr. Hughes, Mr. Adams, Mr. Rawlings and Mr. Thomas. Mr. Simeon did much to improve the Shwè-gyeen school, until he was obliged to leave on sick certificate.

The five examiners of Indigenous schools have all served well, but for tact in dealing with the Burmese priests and leading them to take an interest in the scheme commenced during the present year, I make special mention of Mr. Aldridge. He has confined his work strictly to examining the students at the different schools; but the priests have constantly been led to ask him for advice as to methods of teaching, and have allowed him at times considerable authority within their own monasteries.

The clerk in charge of my office, Moung Bah Oh, has served well during the year, and his duties at times have been very heavy.

I have the honor to be,

Sir,

Your most obedient Servant,

JOHN C. NESFIELD,

*Officiating Director of Public Instruction.*